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**The Impact of Implementing Emotional Resilience Programs on
Students' Academic Performance: The Case of Third-year English
Students at Abubakr Belkaid University, Tlemcen**

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ABSTRACT

Emotional resilience is increasingly recognized as a key factor in students' academic and personal development. However, its role remains marginalized in many educational settings, and students are often not equipped with necessary tools to cope with stress and maintain performance under pressure. The purpose of the study is to examine the impact of implementing emotional resilience programs on students' performance and to explore how teachers perceive and support the development of emotional resilience among learners. To achieve this, a case study was conducted involving students and teachers from the department of English at the University of Tlemcen. This study relies on two research instruments for data collection: the Emotional Resilience Scale (ERS) used to assess students' capacity to respond adaptively to emotional and academic stressors, and a structured teacher questionnaire, used to explore teachers' awareness of emotional resilience, their practices related to it and the support or challenges they may face. The data was analyzed both qualitatively and quantitatively. The findings reveal that while emotional resilience is widely recognized by both students and teachers as essential to academic success, it remains insufficiently supported within institutional context. Students exhibited high emotional vulnerability, marked by poor emotional regulation, low stress tolerance, avoidance of challenges, reduced self-efficacy, and difficulty managing interpersonal conflict. Despite some emotional self-awareness, their capacity to respond constructively under pressure was limited. Meanwhile, teachers demonstrated awareness of the importance of emotional resilience and often adapted their teaching informally to meet students' emotional needs, but lacked formal training, time, and institutional support. This disconnect between individual initiative and institutional provision highlights the urgent need for structured university-level emotional resilience programs that include skill-building workshops, professional development for educators, and supportive policies that prioritize emotional well-being as a core component of academic life.

DEDICATION

To my mother, who gave me the meaning and strength to persevere with her patience, kindness and the gentle smile she wears each day to remind me that everything will be alright.

To my father, who gave me the means to begin, through quiet support and unspoken pride.

To the one who never stopped seeing my worth, for praising my mind, heart, and my strength without ever growing tired.

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LIST OF ABBREVIATIONS

CD-RISC	Connor-Davidson Resilience Scale
CBT	Cognitive-Behavioral Techniques
DERS	Difficulties in Emotion Regulation Scale
ERS	Emotional Resilience Scale
EI	Emotional Intelligence
GPA	Grade Point Average
GSES	General Self-Efficacy Scale
L3	Third-year Undergraduate Students
MBSR	Mindfulness-Based Stress Reduction

GENERAL INTRODUCTION

In today's educational environment, students' performance is increasingly influenced by factors that go beyond cognitive ability or academic knowledge. Emotional and psychological well-being have emerged as critical foundations for learning, retention, and overall academic success (Zins et al., 2004). With rising concerns about student stress, anxiety, disengagement, and difficulty managing interpersonal challenges, the need to address emotional health in higher education has become urgent. In this context, emotional resilience which is the capacity to manage stress, adapt to change, regulate emotions, and recover from setbacks, has earned a significant attention as a key contributor to student success and long-term well-being (Masten, 2001; Luthar, Cicchetti, & Becker, 2000).

Emotional resilience is not an innate trait limited to few individuals; rather, it is a set of skills that can be taught, nurtured, and practiced through structured educational programs (Reivich & Shatté, 2002). When university students are equipped with tools to understand and regulate their emotions, confront challenges constructively, and maintain self-efficacy, they are better positioned to thrive academically (Bandura, 1997; Durlak et al., 2011). Emotional regulation, defined as the process by which individuals manage the experience and expression of emotions (Gross, 1998), is a core component of resilience, self-efficacy, or students' belief in their ability to succeed in academic tasks, has also been strongly linked to perseverance and achievement (Bandura, 1997).

Higher education institutions that integrate emotional resilience programs often report improvements in students' motivation, classroom engagement, conflict resolution, and academic performance (Zins et al., 2004; Durlak et al., 2011). Despite this growing body of evidence, many universities including those in Algeria have yet to formally adopt such programs, often leaving students to navigate emotional difficulties without adequate support. In the Algerian university context, particularly among third-

year students (L3), this gap is especially pronounced. Data gathered through this research show that students struggle with emotional challenges such as low stress tolerance, emotional outburst, and avoidance of difficult tasks, limited self-confidence, and poor conflict management. These patterns, identified through the emotional resilience scale (ERS), strongly correlate with academic underperformance and disengagement. In parallel, teachers expressed clear awareness of the importance of emotional resilience and its connection to academic performance. However, they also reported a lack of institutional support, training, and formal program implementation, highlighting the absence of coherent strategy for building resilience in higher education.

Given these observations, this research seeks to explore the impact of implementing emotional resilience programs on university students' performance. It also investigates teachers' perceptions regarding the necessity and effectiveness of such programs in supporting students' development, both emotionally and academically. By doing so, the study not only contributes to better understanding of students' needs but also advocates for structured interventions at the institutional level.

Accordingly, this research is conducted following these research questions:

1. What is the impact of implementing emotional resilience programs on students' performance?
2. How do teachers perceive the effectiveness or need for emotional resilience programs in supporting students' academic performance and well-being?

In light of these questions, the following hypotheses are proposed:

1. Schools that adopt emotional resilience programs show significant improvement in students' academic performance.
2. Students who engage in emotional resilience programs will exhibit enhanced stress management and coping skills, which will lead to better learning outcomes.

To examine these questions, a mixed-method approach research design was employed; quantitative data were collected through the emotional resilience scale (ERS), which assessed students' emotional capacities across key dimensions such as emotional regulation, self-efficacy, and stress tolerance. Qualitative data were obtained via teacher questionnaire designed to explore educators' perception, experiences, and institutional practices related to emotional resilience in university settings. The combined findings offer a comprehensive view of the current emotional and academic challenges students face, as well as the potential benefits of implementing structured emotional support programs.

This dissertation is organized into two chapters. Chapter one provided a theoretical framework, offering definitions, and discussions of emotional resilience, its relevance in educational setting, and its documented effects on student performance. It also reviews the role of teachers and institutional structures in shaping emotionally supportive learning environments. Chapter two is dedicated to data analysis and interpretation. It presents the findings from both student and teacher instruments, evaluates the stated hypotheses, and offers evidence-based recommendations for the integration of emotional resilience programs into Algerian higher education.

Chapter one

LITERATURE REVIEW

1.1 Introduction to emotional resilience:

Emotional resilience refers to the capacity of individuals to adapt positively to adverse circumstances, regulate emotional responses effectively, and recover from stress or psychological distress. Within the academic context, emotional resilience is increasingly recognized as a critical determinant of students' well-being and academic performance. It enables individuals to navigate academic stressors, interpersonal conflicts, and performance-related anxieties while maintaining functional and psychological stability (American Psychological Association, 2014).

1.1.2. Emotional resilience in higher education settings:

Higher education environments present a range of cognitive, emotional, and social demands that can compromise students' psychological well-being. Particularly among university students in advanced stages of study, such as final-year undergraduates, emotional strain and academic burnout are frequently reported (Beiter et al., 2015). Emotional resilience serves as a mediating mechanism, enhancing students' capacity to persist through academic difficulties and recover from setbacks. Masten (2001) conceptualizes resilience as "ordinary magic", describing it as a common, rather than rare, set of adaptive processes that facilitate positive adjustment despite adversity.

1.1.3 The relation between emotional resilience and student success:

Empirical research further substantiates the link between emotional resilience and student success. Martin and Marsh (2006) found that resilient students are more likely to demonstrate higher levels of academic buoyancy, increased engagement, and reduced performance anxiety. Similarly, Hartley (2011) concluded that emotional resilience mitigates the impact of academic stress and is positively associated with GPA, suggesting a direct relationship between psychological coping mechanisms and academic outcomes. Importantly, emotional resilience is not a fixed trait but a dynamic process that can be cultivated through targeted interventions, such as mindfulness training, Cognitive-behavioral techniques and institutional support systems (Connor &

Davidson, 2003). The increasing prevalence of mental health concerns in higher education underscores the urgency of fostering resilience as both preventive and promotive strategy.

2.1 Theoretical foundations:

Understanding emotional resilience in academic settings requires grounding in several foundational psychological theories. This section explores the key theoretical models that underpin the concept of resilience, particularly as it relates to student well-being and performance.

2.1.1 Resilience Theory:

Resilience theory provides a foundational framework for understanding how individuals adapt positively in the face of adversity, stress or trauma. Initially developed in developmental psychology, it has evolved into a multidisciplinary construct that emphasizes protective factors and adaptive systems (Masten, 2001). Resilience is not seen as a fixed trait, but a dynamic process influenced by both individual capacities and environmental supports (Luthar et al., 2000; Ungar, 2011). In academic contexts, resilience theory helps explain why some students maintain performance and mental health under pressure, while others experience psychological distress or disengagement.

2.1.2 Bandura's Theory of Self-Efficacy:

Self-efficacy, introduced by Albert Bandura, refers to an individual's belief in their ability to execute specific tasks or cope with challenges effectively (Bandura, 1997). This concept is central to emotional resilience because students who believe in their capacity to manage stressors are more likely to engage in adaptive coping strategies and persist in the face of setbacks. In academic setting, high self-efficacy is associated with better emotional regulation, motivation, and achievement (Zimmerman, 2000). Bandura's framework also underscores the role of mastery experiences , social

modeling, and feedback in building resilient self-perceptions, suggesting that interventions aimed at strengthening self-efficacy can enhance students' emotional resilience and academic performance.

2.1.3 stress and coping models

Lazarus and Folkman's (1984) transactional model of stress and coping provides a valuable lens for understanding the role of appraisal and coping mechanisms in resilience. According to this model, emotional responses are shaped by how individuals evaluate stressors and their perceived capacity to manage them. Students who interpret academic challenges as threats, rather than manageable tasks, are more likely to experience anxiety and avoidance behavior.

Coping strategies are typically divided into two focuses:

A. Problem-Focused coping:

It refers to efforts aimed at managing or altering the stress-inducing situation itself. These strategies may include planning, time management, seeking academic help, or engaging in structured problem-solving activities (Lazarus & Folkman, 1984). In academic settings, students who adopt problem-focused strategies tend to exhibit greater agency and resilience by proactively confronting academic stressors through resource utilization and adaptive behaviors (Hartley, 2011).

B. Emotion-Focused coping:

This strategy involves regulating the emotional responses to stress rather than addressing the stressor directly. This form of coping may include denial, emotional withdrawal, venting, self-blame, or rumination-mechanisms that may temporarily alleviate distress but often fail to resolve the root problem (Compas et al., 2001).

Among university students, an overreliance on emotion-focused strategies is frequently associated with heightened anxiety, academic disengagement, and impaired emotional regulation, particularly when faced with persistent academic or social stress (Beiter et al., 2015; Pidgeon et al., 2014).

Effective coping contributes to resilience by allowing individuals to adaptively regulate emotions and maintain functional behavior under stress (Compass et al., 2001). Maladaptive coping, by contrast, is associated with emotional vulnerability and academic disengagement, as reflected in patterns like avoidance of challenges or emotional outbursts.

2.4 Emotional Intelligence and Grit:

Emotional resilience is conceptually related to, but distinct from, constructs such as emotional intelligence (EI) and grit. Emotional intelligence, defined as the ability to perceive, understand, manage, and use emotions adaptively (Salovey & Mayer, 1990), overlaps with resilience in its focus on regulation and interpersonal effectiveness. However, EI is a broader ability-based model, while resilience emphasizes adaptive functioning under stress.

Grit on the other hand, refers to sustained effort and passion toward long-term goals (Duckworth et al., 2007). While grit and resilience both involve perseverance, grit is more about consistency over time, whereas resilience centers on adaptability and recovery after disruption. For example, a student may demonstrate grit in pursuing a degree over several years, but their resilience is shown when they recover from academic failure or emotional setbacks along the way.

3.1 Emotional resilience in academic contexts:

Academic environments are emotionally demanding, particularly for university students undergoing critical developmental transitions. Emotional resilience has been found to lessen the negative effects of academic stress, including anxiety, burnout, and disengagement (Pidgeon et al., 2014). Students with higher resilience levels exhibit greater academic motivation, better time management, and a more optimistic outlook on academic challenges (Martin & Marsh, 2006).

Moreover, resilience contributes to mental health protection in the face of academic adversity. Beiter et al. (2015) highlighted elevated levels of stress, anxiety, and depression among university students, suggesting the need for institutional strategies that strengthen resilience to prevent emotional deterioration and academic failure.

4.1 Key dimensions of emotional resilience:

This section reflects the five dimensions assessed in the present study's emotional resilience scale (ERS), each representing a unique psychological domain related to adaptive emotional functioning.

4.1.1 Low Stress Tolerance:

Students with low stress tolerance struggle to manage academic pressures, leading to emotional instability, decreased concentration, and academic underperformance (Herman-Stahl & Petersen, 1996). Effective coping mechanisms, including stress inoculation and time management training, can improve stress tolerance and promote academic perseverance (Compas et al., 2001).

4.1.2 Emotional Outburst

Difficulties with emotional regulation can result in impulsive reactions, anger, or withdrawal during academic or interpersonal stress. Gross's (1998) process model of

emotion regulation identifies strategies such as cognitive reappraisal as essential for maintaining emotional balance and preventing outbursts in high-pressure environments.

4.1.3 Avoidance of Challenges

Avoidance behaviors often stem from fear of failure, perfectionism, or low confidence, all of which undermine academic development (Elliot & Church, 1997). Students who avoid academic challenges limit their growth and adaptability. Building resilience involves encouraging risk-taking, learning from failure, and fostering a growth mindset (Dweck, 2006).

4.1.4 Self-Efficacy

Self-efficacy plays a foundational role in emotional resilience. Students with high academic self-efficacy are more likely to engage in proactive problem-solving and persevere in the face of setbacks (Zimmerman, 2000). Bandura (1997) emphasized that self-efficacy beliefs influence motivation, emotional reactions, and coping efforts.

4.1.5 Growing Tension (Conflict Resolution)

Interpersonal conflict in academic settings, whether with peers or instructors, can escalate stress and impact emotional health. Emotionally resilient individuals tend to resolve conflicts constructively, using communication, empathy, and perspective-taking (Deutsh, 2006). Skills in emotional regulation and assertiveness are therefore crucial for tension management and healthy academic relationships.

5.1 Methods to foster emotional resilience:

Developing emotional resilience requires multi-level interventions targeting individuals, peer networks, and institutional structures. Effective strategies are grounded in psychological theory and have been empirically validated across educational settings.

5.1.1 Individual-level Strategies:

Techniques such as mindfulness training enhance present-moment awareness and reduce emotional reactivity (Kabat-Zinn, 2003). Cognitive-behavioral approaches help reframe maladaptive thinking patterns and promote adaptive coping (Beck, 2011). Growth mindset development, as conceptualized by Dweck (2006), fosters resilience by encouraging students to view challenges as opportunities for learning rather than threats.

5.1.2 Social and Environmental Supports:

Resilience is also fostered through supportive relationships. Mentorship and peer support can serve as protective factors against stress, offering emotional validation and guidance (Werner & Smith, 1992). Institutional structures, such as counseling services and supportive academic policies, also play a key role in promoting resilience and academic retention (Ungar, 2011).

5.1.3 Training and Intervention Programs:

Empirically supported resilience programs include mindfulness-based stress reduction (MBSR) and cognitive-behavioral training modules. MBSR has demonstrated effectiveness in reducing anxiety and improving emotional regulation in student populations (Shapiro et al., 2008). Similarly, CBT-based interventions enhance

self-awareness, reduce avoidance behaviors, and strengthen emotional control (Reivich & Shatté, 2002).

6. Measurement Tools and Assessment Challenges:

The assessment of emotional resilience presents unique methodological challenges due to its subjective and multidimensional nature. Widely used scales include the Connor-Davidson resilience scale (CD-RISC; Connor & Davidson, 2003), which measures adaptability and personal competence, the difficulties in emotion regulation scale (DERS; Gratz & Roemer, 2004), which focuses on regulation deficits; and the general self-efficacy scale (GSES. Schwarzer & Jerusalem, 1995), assessing confidence in one's ability to cope with challenges.

Despite their utility, these tools face limitations. Many are self-report measures susceptible to bias, and few capture the context-specific nature of resilience in academic settings (Windle et al., 2011). Additionally, cultural and situational variability complicates cross-contextual comparisons, highlighting the need for contextually sensitive instruments tailored populations.

7. Conclusion:

Emotional resilience constitutes a central factor in promoting academic success and psychological well-being among university students. Grounded in rich theoretical frameworks and supported by empirical findings, the construct encompasses multiple interrelated domains including stress tolerance, emotional regulation, challenge orientation, self-efficacy, and conflict resolution. Effective resilience-building requires an integrative approach, encompassing individual strategies, social support, and structured intervention programs. Furthermore, valid and reliable assessment tools are necessary to monitor resilience levels and evaluate program effectiveness. As

emotional resilience becomes increasingly relevant in higher education, particularly in the context of growing mental health concerns, its inclusion in institutional policies and pedagogical frameworks is both timely and necessary.

Chapter Two

RESEARCH METHODOLOGY AND DATA ANALYSIS
AND RECOMMENDATIONS.

2.1 Introduction:

This chapter provides an overview of the methodology used to collect, analyze, and interpret the data in this research. It begins with a brief introduction to the participants, and then moves on to describe the instruments used. The process of analyzing and interpreting the data is explained. Finally, the chapter concludes with recommendations intended to address the main issue explored in this study.

2.2 Participants:

The sample consisted of 35 L3 students majoring in English from the University of Tlemcen. This group was selected because, at this academic level, students often face significant academic pressure and start to prepare for their transition to professional or postgraduate life. These challenges make Emotional Resilience particularly relevant, as it plays a vital role in helping students manage stress, maintain academic performance, and adapt effectively to future demands.

2.3 Research Instruments:

To collect the necessary data for this study, two research instruments were employed: a semi-structured interview and an ERS. These tools were selected to ensure a balanced approach combining both qualitative and quantitative data.

2.3.1 Teachers' Questionnaire:

The first research instrument used in this study was a teachers' questionnaire, completed by 10 university English teachers. It was divided into three sections: awareness of emotional resilience, use of emotional resilience, and support and challenges faced when addressing emotional resilience in students.

In the first section, most teachers showed a solid conceptual understanding of emotional resilience, often describing it as the ability to cope with stress, adapt to challenges, and remain focused (Masten, 2001; Fletcher & Sarkar, 2013). However,

formal discussions or training on the topic were lacking, indicating that the knowledge remains largely personal rather than institutional.

In the second section, teachers reported using informal methods to foster emotional resilience, such as adjusting their communication, offering encouragement, and creating low-stress environment. While none had received specific training, their practices reflected an intuitive awareness of emotional support role in academic success (Conley & O'Hare, 2017; Mansfield et al., 2012)

The third section, revealed the teachers facing significant challenges, including time constraints, lack of institutional training, and insufficient resources (Collie et al., 2012).

Despite these obstacles, they expressed a strong willingness to receive formal training and suggested practical improvements

2.3.2 Emotional Resilience Scale:

The second research instrument was an ERS which is defined by Connor and Davidson (2003: 76) "a self-rated measure of resilience, understood as the ability to cope with stress and adversity". It is widely recognized as a reliable tool for assessing psychological resilience across various populations and contexts. The ERS was distributed to 30 third-year (L3) students majoring in English at the University of Tlemcen; however, only 25 participants returned completed responses. Participants were asked to indicate the degree to which each statement reflected their experience using a Likert scale. For the purpose of this study, the ERS responses were grouped into five analytical categories:

1. Low Stress Tolerance: in which students were asked to respond to statements designed to assess their ability to cope with academic pressure and manage stress in difficult situations.

2. Emotional Outburst: participants were asked to reflect their emotional regulation and responsiveness in stressful or challenging interactions. The indicators in this section aimed to explore the frequency and intensity of emotional reactions.
3. Avoidance of Challenging: participants were asked to consider their attitudes and behaviors when facing unfamiliar tasks. The statements in this section aimed to assess tendencies to avoid challenging situations due to fear of failure or discomfort.
4. Self-Efficacy: participants were invited to reflect on their beliefs regarding their ability to succeed and persevere through academic and personal challenges. The statements in this section were intended to evaluate their self-confidence and sense of personal competence.
5. Growing Tension: participants were asked to reflect on their experiences and difficulties related to conflict resolution and communication in tough situations. This section aimed to assess how participants manage interpersonal tensions and their ability to resolve them effectively.

2.4 Data Analysis:

To address the research questions concerning the impact of emotional resilience on academic performance, a mixed method approach was adopted to analyze the results obtained from the research instruments; the ERS and the semi-structured interview. This approach combined both quantitative and qualitative data collection and analysis, providing a broader and more detailed understanding of the topic, as well as supporting some more reliable interpretations and conclusions.

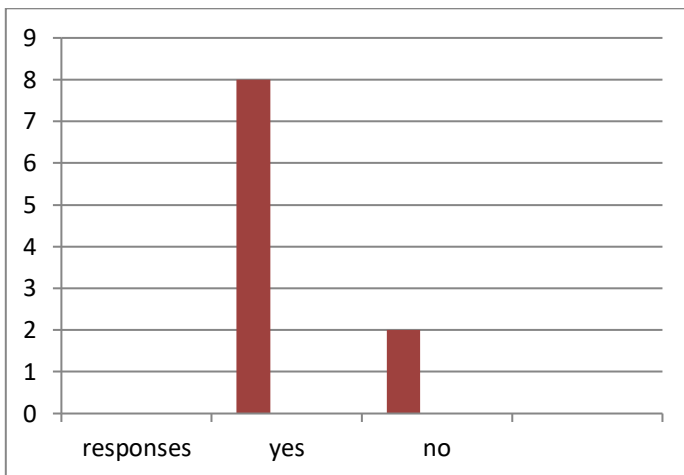
A. Teachers' Questionnaire:

The teachers' questionnaire was administered to a sample of 10 English teachers from the English department at Tlemcen University, all participants completed the questionnaire. It aimed to explore awareness of emotional resilience, related classroom practices, and the support or challenges they face in this area.

Section One: Awareness of Emotional Resilience

Question One: Have you heard the term emotional resilience before?

Figure 2.1: Teachers' familiarity with emotional resilience



This question was asked to explore teachers' familiarity with the concept of emotional resilience. 80% of the participants responded "Yes", indicating awareness of the concept, while 20% responded "No", suggesting a lack of familiarity.

Question Two: Have you ever discussed emotional resilience with colleagues or during training?

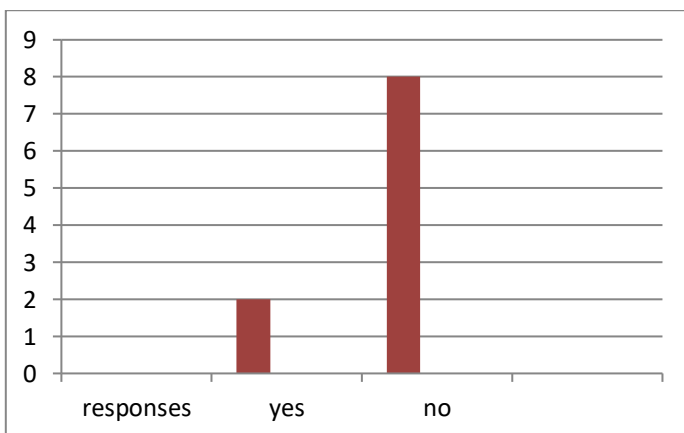


Figure 2.2: Participant experience discussing emotional resilience in workplace or training settings

This figure shows that 80% of participants reported never having discussed emotional resilience with colleagues or during training. In contrast, only 20% indicated they had engaged in such conversations.

Question Three: To what extent do you observe emotional resilience influencing students' performance?

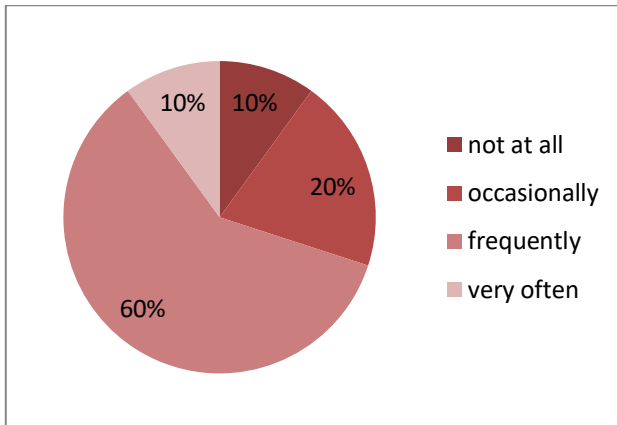


Figure 2.3: Participant observations on the influence of emotional resilience on student performance

The majority of participants (60%) reported that emotional resilience frequently influences students' performance, while 20% observed it occasionally, 10% though reported it to be very often , and another 10% indicated that it does not influence performance at all.

Question Four: In your opinion, how important is emotional resilience for student success?

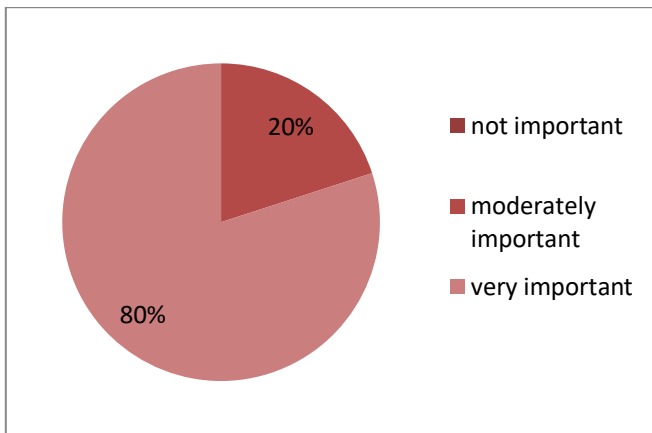


Figure 2.4: The importance of emotional resilience for students' success

Participants identified emotional resilience as a critical factor for students' success, with 80% rating it as very important and 20% as moderately important; no participants rated it as unimportant.

Question Five: In your own words, how would you define emotional resilience?

Table 2.1: Participant definitions of emotional resilience

Theme	Number of Teachers	Percentage
Adaptability	4	40%
Emotional Regulation	3	30%
Coping/Stress Resistance	<u>2</u>	20%
Unclear	1	10%

When asked to define emotional resilience, 40% of participants described it as the ability to adapt to stressful or unexpected situations. Another 30% emphasized emotional regulation, referring to managing feelings or remaining calm during distress.

About 20% associated it with coping skills or strength in stressful moments. One response (10%) was unrelated to the concept and was categorized as unclear.

Section Two: Use of Emotional Resilience

Question One: Do you adjust your teaching communication style based on students' emotional needs?

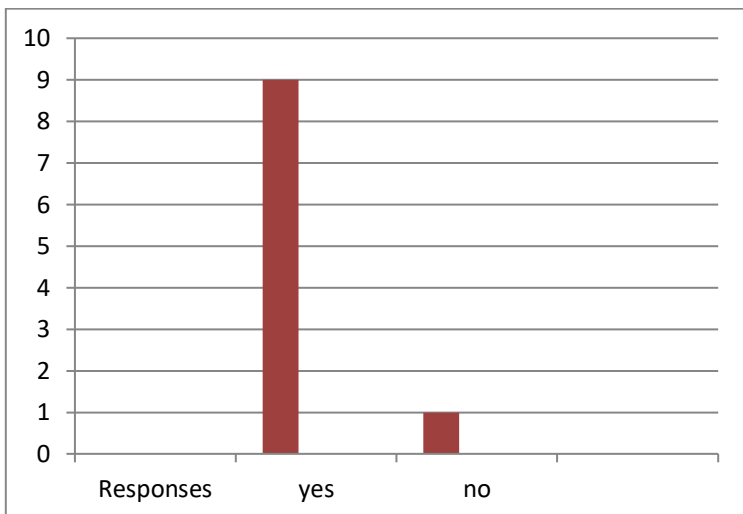


Figure2.5: Teachers' adjustment of communication in response to students' emotional needs

The majority of teachers (90%) affirmed that they adjust their communication in response to students' emotional needs, whereas 10% reported no such adjustment.

Question Two: Have you received any training or guidance on how to promote emotional resilience?

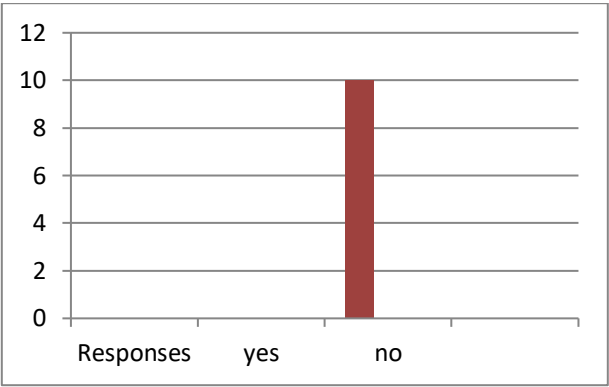


Figure2.6: Teachers’ receipt of training or guidance on promoting emotional resilience in a classroom

Question Three: How often do you include activities that help students handle stress or failure?

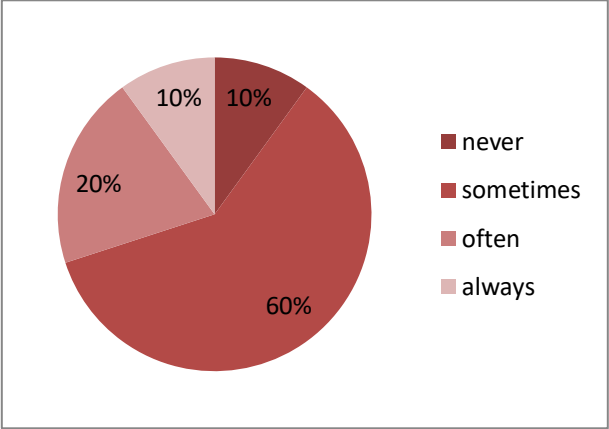


Figure2.7: Frequency of teachers including activities to help students manage stress and failure

Sixty percent of teachers reported sometimes including activities to help students manage stress and failure, 20% said often, while 10% reported always and another 10% answered never.

Question Four: What kind of strategies do you use to help students manage emotional challenges?

Table2.2: Teachers’ strategies to help students manage emotional challenges

Strategies	Number of Teachers	Percentage
Encouragement	5	50%
Group discussions	3	30%
Mindfulness	1	10%
Discussions to raise awareness	1	10%

Teachers reported using a range of strategies to help students manage emotional challenges: 50% indicated encouragement, 30% used group discussions, 10% employed mindfulness, and another 10% facilitated discussions that aimed at raising awareness.

Question Five: Describe a time when you helped a student overcome an emotional or academic challenge.

Table2.3: Teachers experiences addressing student emotional and academic challenges

Intervention	Illustrative quote
Encouragement and motivation	“I emotionally encouraged many students who failed exams.”
Safe and supportive environment	“Setting a friendly atmosphere, being attentive and showing interest.”
Mindfulness and emotional tools	“I have engaged them in mindfulness activity I have liked.”
Teacher-Student connection	“I have a good teacher-student contact, that is why I faced many situations where I helped students.”
Peer sharing and group dialogue	“Many times during oral expression classes.”
Serious emotional intervention	“A student was suffering from depression and anxiety and about to commit suicide. We helped him overcome this.”
Open discussion and awareness	“Discussion is very important to understand the cause and find solutions.”

Teachers described a range of strategies for supporting students through emotional or academic difficulties, including emotional encouragement, creating a safe environment, using mindfulness, fostering strong relationships, and facilitating open discussions, some also reported addressing serious mental health crises.

Section Three: Support and Challenges

Question One: Do you feel supported by your institution when addressing students' emotional needs?

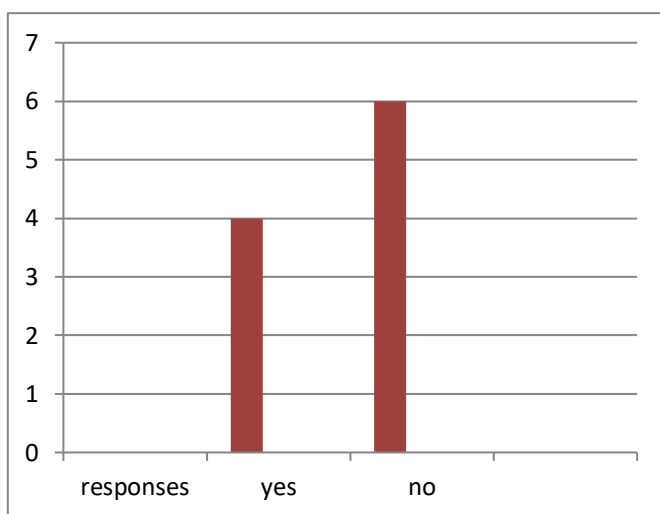


Figure 2.8: Teachers' experience of institutional involvement when addressing students' emotional needs

Participant responses show that 60% felt unsupported by their institution when addressing students' emotional needs, while 40% reported feeling supported.

Question Two: Do you feel prepared to support students during emotional challenges?

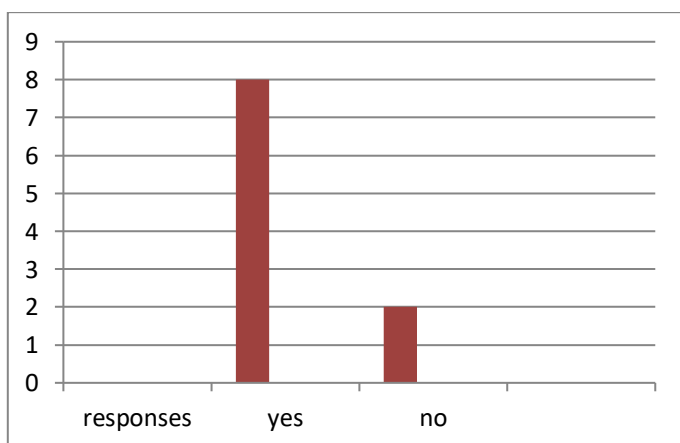


Figure 2.9: Teachers' readiness to support students during emotional distress

The majority of participants (80%) reported feeling prepared to support students during emotional challenges, while 20% indicated they did not feel prepared.

Question Three: What kind of support would help you better assist students emotionally?

Table2.4: Types of support to improve teachers’ assistance for students’ emotional needs

Support type	Number of teachers	Percentage
Peer collaboration	4	40%
Training workshops	3	30%
Counseling services	3	30%

Peer collaboration was the most frequently identified support need selected by 40% of participants. Training workshops, as well as access to counseling services, were each selected by 30% of participants, indicating a shared demand for both professional development and mental health resources.

Question Four: What are the greatest obstacles in promoting emotional resilience in your classrooms?

Table2.5: Key obstacles identified by teachers in promoting emotional resilience in the classroom

Obstacles	Number of teachers	Percentage
Time constraints	4	40%
Lack of training	4	40%
Student resistance	2	20%
Curriculum	0	0%

Time constraints and lack of training were the most frequently cited obstacles, each identified by 40% of teachers. Student resistance was reported by 20%, while no participants identified curriculum requirements as a barrier.

Question Five: What do you suggest to improve emotional resilience in your university?

Table 2.6: Participant suggestions for improving emotional resilience within university environment

Suggestion	Participant response
Counseling services & emotional support	“I suggest they offer a counseling service (office and therapists) to help students manage their emotions.”
Teacher-Student connection	“A good teacher-student contact.”
Communication & Listening	“Communication, being a psychologist teacher.”
Training & Staff collaboration	“Training and collaboration.”
Curriculum & Class Structure	“Curriculum flexibility and group works.” “Small class size, promoting awareness etc.”
Empathy & Patience	“Encourage the person to talk about their feelings...” “Give the person your full attention.”

Teachers were asked to suggest ways the university could better support students’ emotional resilience. Responses were grouped into six key suggestion categories, including increased access to counseling services, stronger teacher-student relationships, improved communication, more training and collaboration among colleagues, curriculum adjustments. These suggestions reflect a diverse range of strategies aimed at enhancing the emotional wellbeing of students within the university setting.

A. Students' Emotional Resilience Scale (ERS):

The sample consisted of 30 third year (L3) English students from the department of English at the University of Tlemcen. Out of 30 participants, only 25 students completed all the items of the ERS. The ERS was designed to assess multiple dimensions of emotional resilience in relation to academic contexts, including low stress tolerance, emotional outburst, avoidance of challenges, self-efficacy and growing tension.

Section One: Low Stress Tolerance

Statement one: I often feel mentally exhausted even after minor challenges.

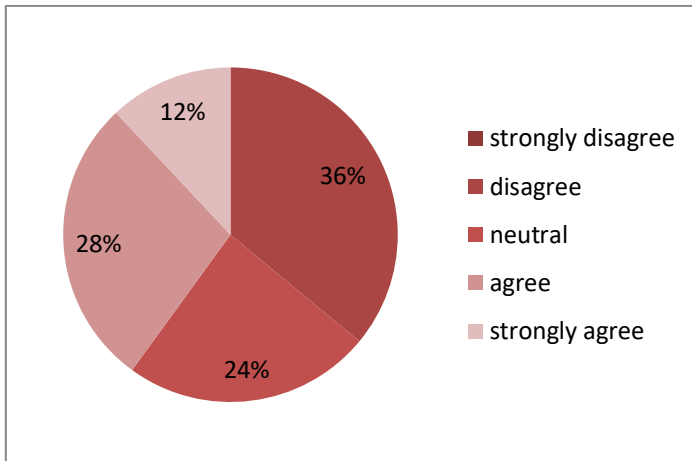


Figure2.10: Students' mental exhaustion after minor challenges

Statement two: I find it difficult to stay calm under pressure.

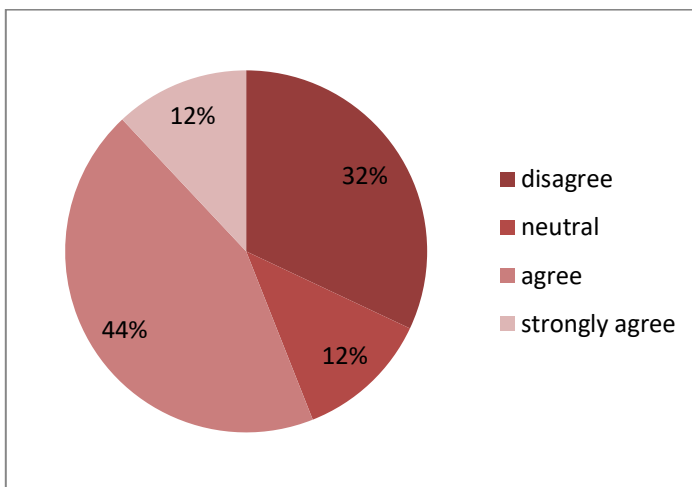


Figure2.11: Students' difficulty remaining calm under pressure.

Statement three: I struggle to manage stress effectively in challenging situations.

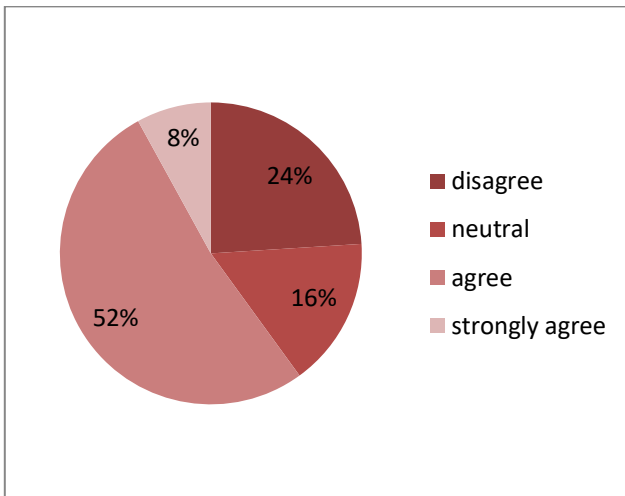


Figure2.12: Students' struggle to manage stress effectively in crucial situations

Statement four: I tend to give easily when tasks become too stressful

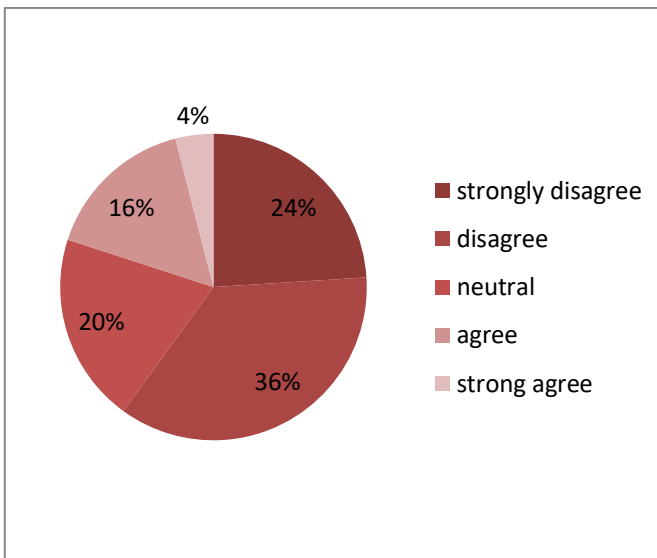


Figure2.13: Students' tendency to give up when tasks become stressful

Statement five: I feel anxious when unexpected problems arise

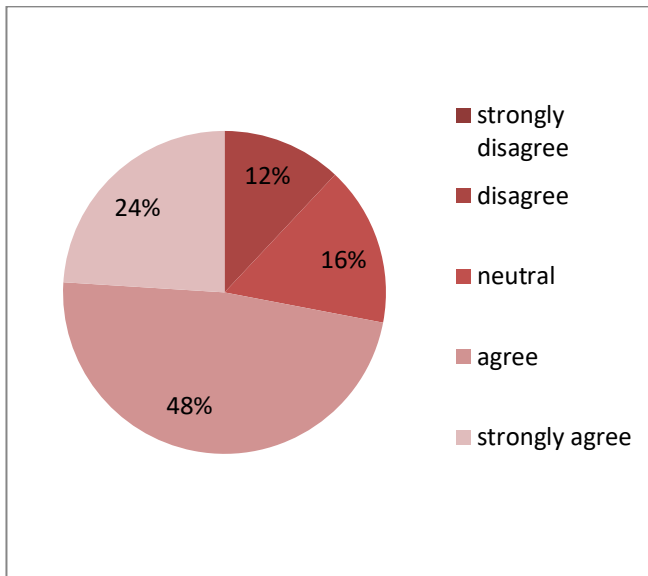


Figure2.14: Students feeling anxious when unexpected problems occur

Statement six: I feel overwhelmed when faced with multiple academic responsibilities

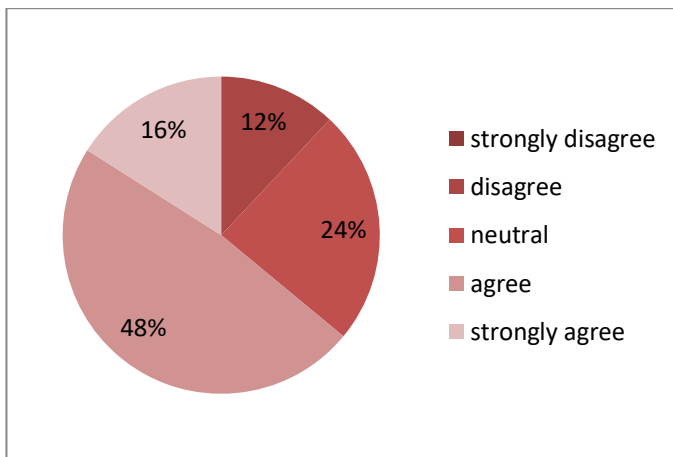


Figure2.15: Students feeling overwhelmed when having various responsibilities to handle

This section evaluates how students manage routine academic stress, especially when facing minor challenges, time pressure, or unexpected problems. Many students struggle to manage academic stress, even during minor challenges. While some cope well, a significant number experience mental exhaustion, anxiety, and overwhelm they often have difficulty staying calm, managing stress and tend to give up when tasks get too hard. This indicates low emotional resilience, limited coping skills, and unpreparedness for academic pressures, which can negatively affect their performance and well-being. The findings highlight the need for focused support like stress management training and resilience building programs to help students handle university demands better.

Section Two: Emotional Outburst.

Statement one: I react strongly when things do not go as planned

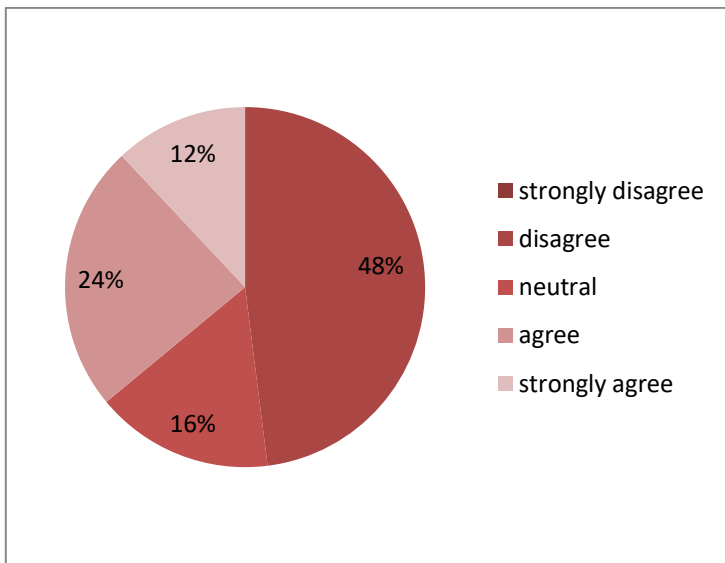


Figure2.16: Students' strong reaction when things go unplanned

Statement two: I find it hard to control my emotions when I am frustrated.

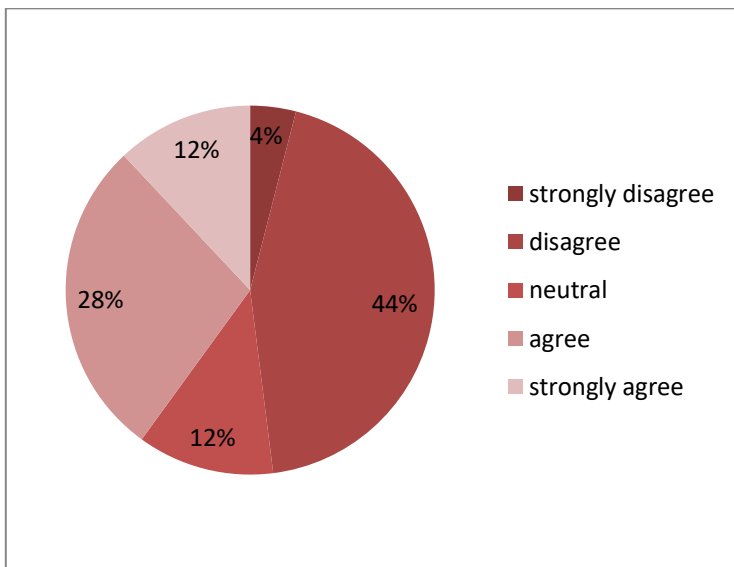


Figure2.17: Students' inability to control their emotions when being frustrated

Statement three: I get irritated or angry quickly in stressful situations.

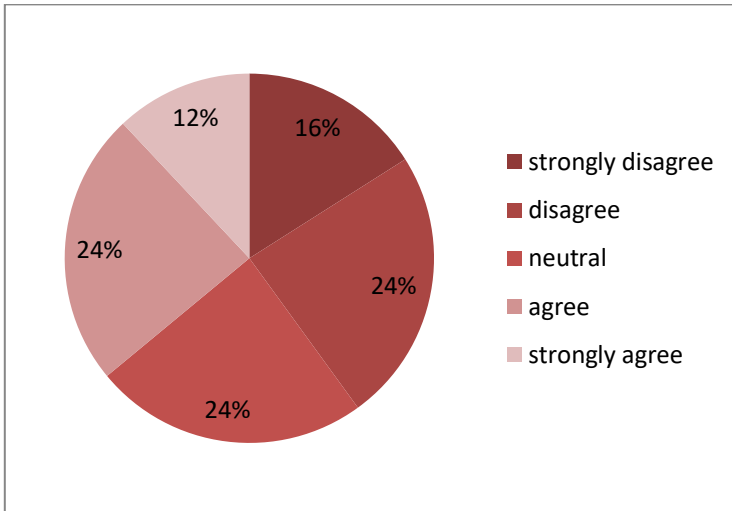


Figure2.18: Students' quick irritation in stressful situations

Statement four: I often regret my emotional reactions after calming down

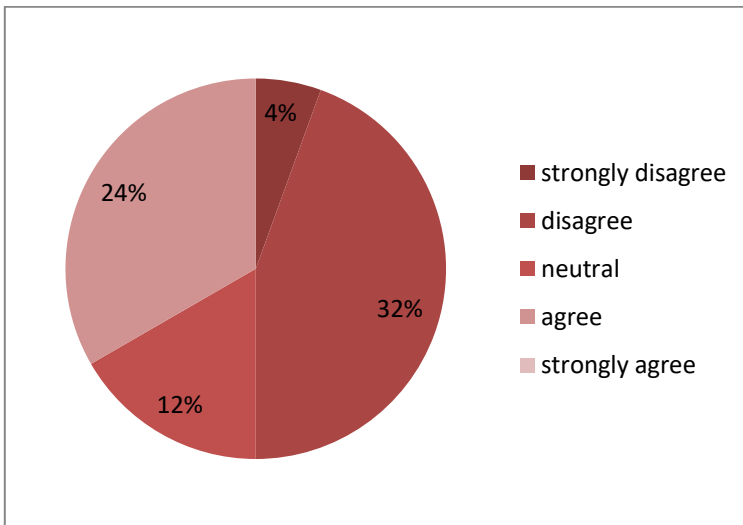


Figure2.19: students' reflections on regret following emotional reactions

Statement five: I struggle to remain composed in conflicts or disagreements

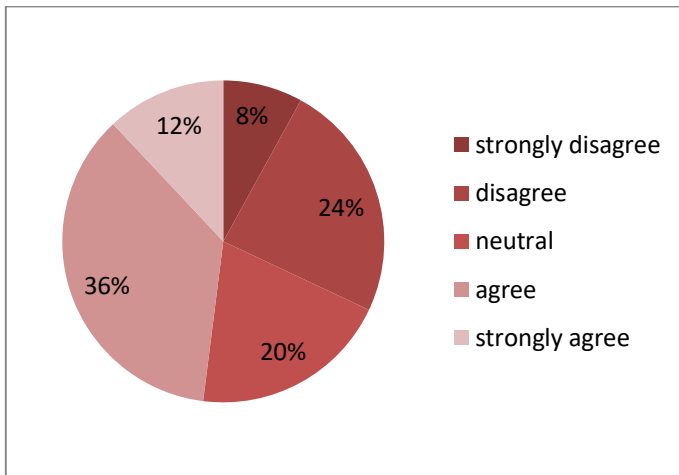


Figure2.20: Students' struggle maintaining composure during conflict

Statement six: I feel emotionally overwhelmed when facing criticism.

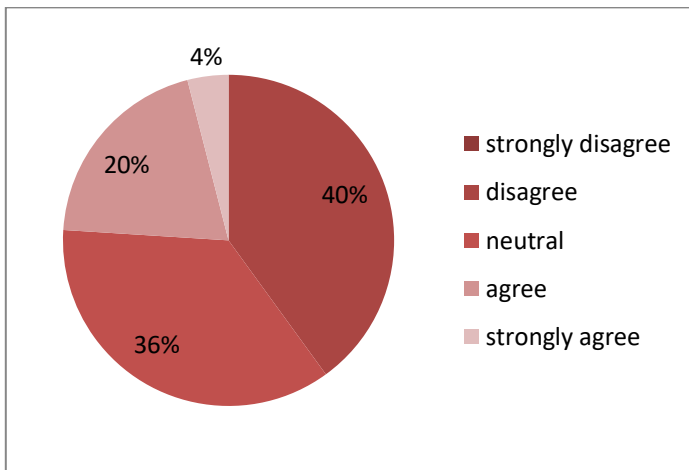


Figure2.21: Students' emotional overwhelm in response to criticism

This section examines students' emotional regulation when faced with frustration, criticism, or unexpected difficulties. The data indicate that many students struggle to maintain composure, often reacting with strong emotional responses such as irritability,

anger, or regret. These patterns suggest a limited capacity for emotional control in high stress environment, which may negatively impact both academic outcomes and interpersonal relationships. There is a clear need for interventions that foster emotional intelligent and equip students with tools to manage their emotions more constructively in academic and social settings

Section Three: Avoidance of Challenges.

Statement one: I avoid tasks that seem too difficult.

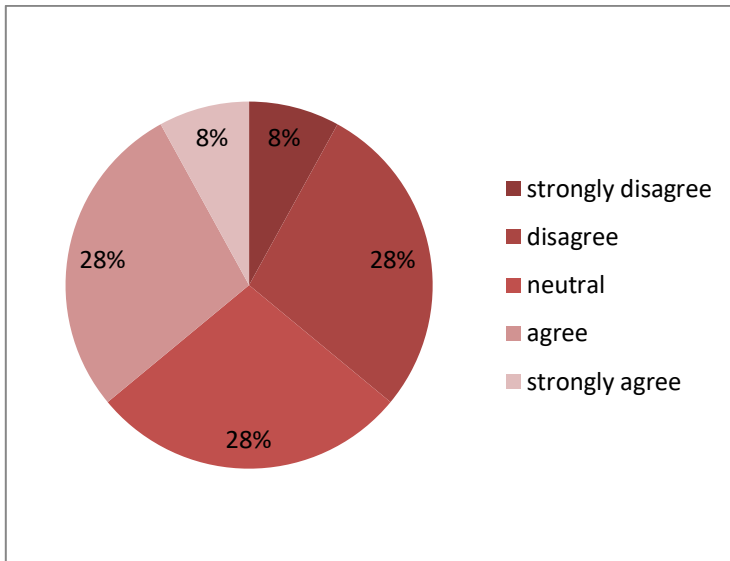


Figure2.22: Students' avoidance behavior toward challenging tasks

Statement two: I hesitate to take on new challenges because I fear failure.

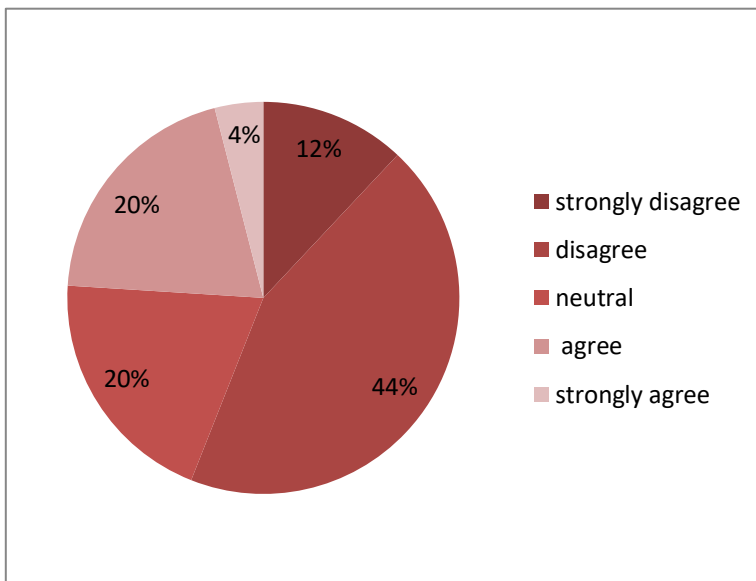


Figure2.23: Students' hesitation to engage in new challenges due to fear of failure

Statement three: I prefer to stay in my comfort zone rather than try new things.

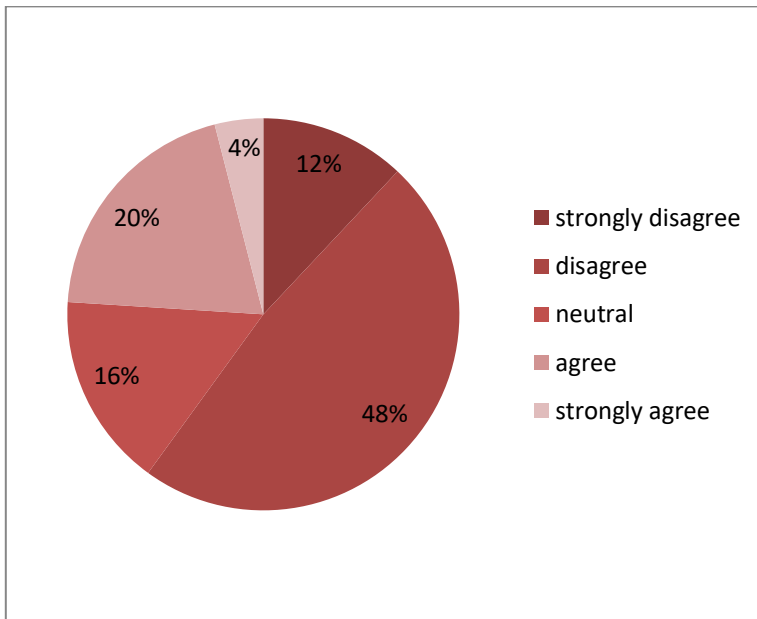


Figure2.24: Students' tendency to remain in comfort zone

Statement four: I delay or avoid responsibilities that require extra effort.

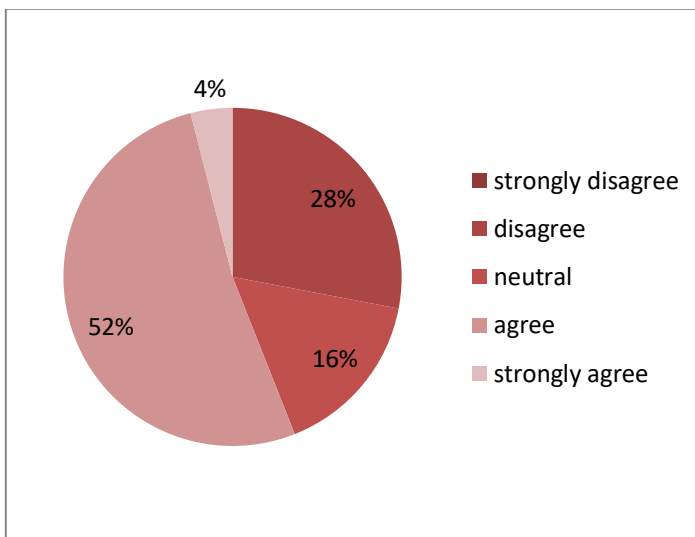


Figure2.25: Students' tendency to delay or avoid responsibilities requiring extra effort

Statement five: I often doubt my ability to handle difficult situations.

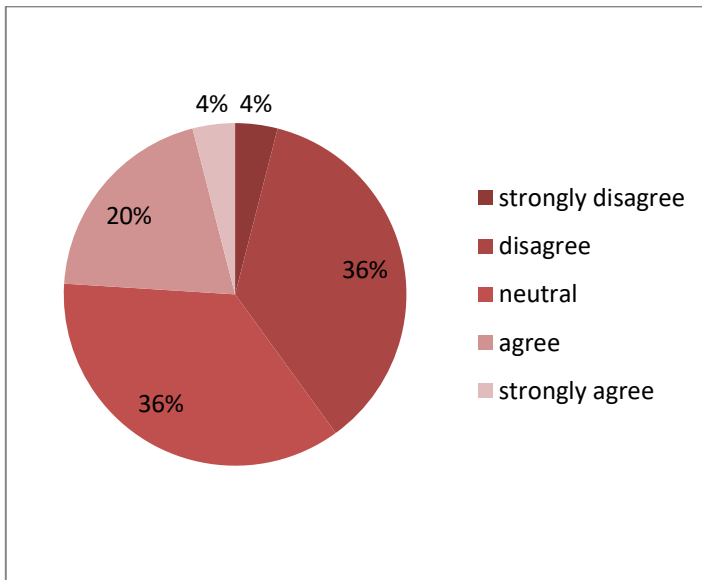


Figure2.26: Students' frequency of doubting ability to handle difficult situations

Statement six: I feel relieved when I can escape a tough task instead of solving it.

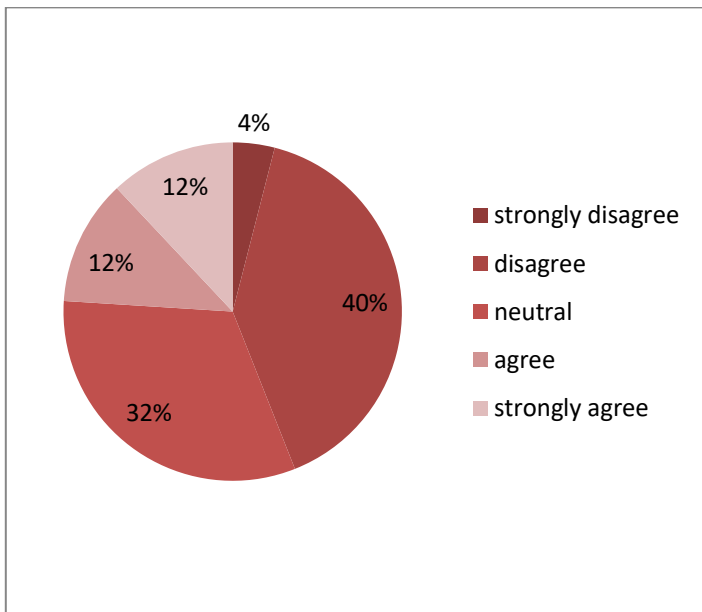


Figure2.27: Students' relief experiences when escaping tough tasks instead of solving them

This section investigates students' willingness to confront difficult academic tasks and their general approach to challenge and risk-taking. The responses reveal a strong tendency toward avoidance behaviors, largely motivated by the fear of failure and self-doubt. Many students reported a preference for staying within their comfort zones and postponing tasks that demand additional effort. This inclination can severely restrict academic development and personal growth. Supporting students through mindset-shifting strategies and encouraging gradual exposure to new challenges may help them develop a more resilient and proactive academic identity.

Section Four: Self-Efficacy.

Statement one: I doubt my ability to succeed in difficult tasks.

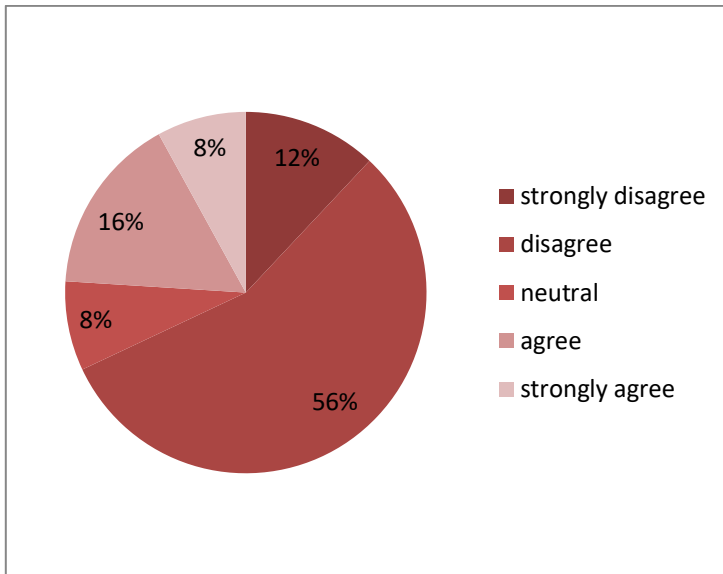


Figure2.28: Students' self-doubt regarding success in difficult tasks

Statement two: I feel that I lack the skills to overcome challenges.

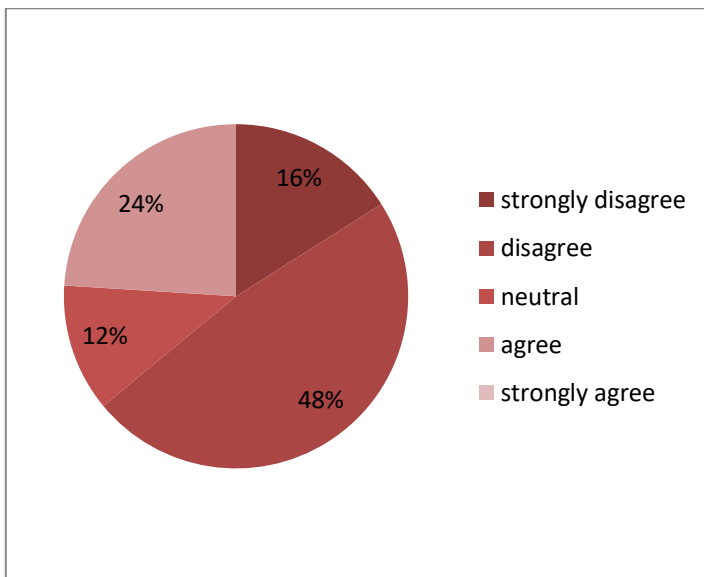


Figure2.29: Students feeling underequipped to face challenges

Statement three: I often think I am not capable of improving my abilities.

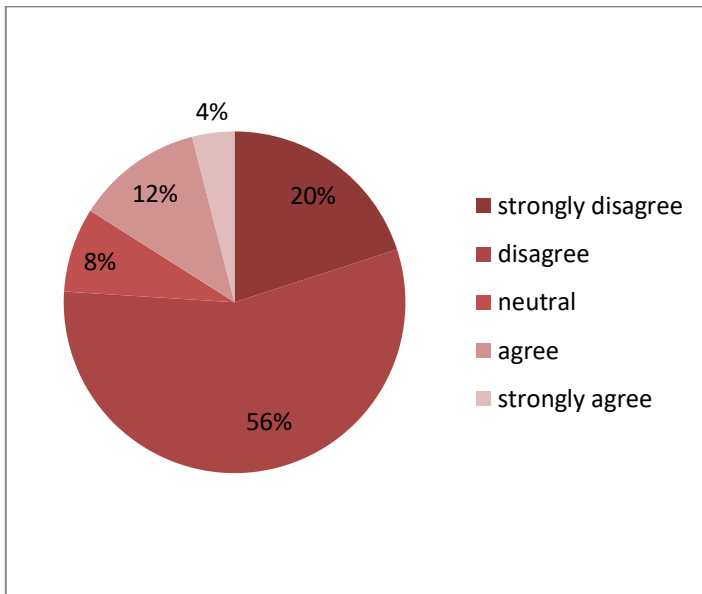


Figure2.30: Students feeling incapable of improving abilities

Statement four: I hesitate to take initiative because I fear failure.

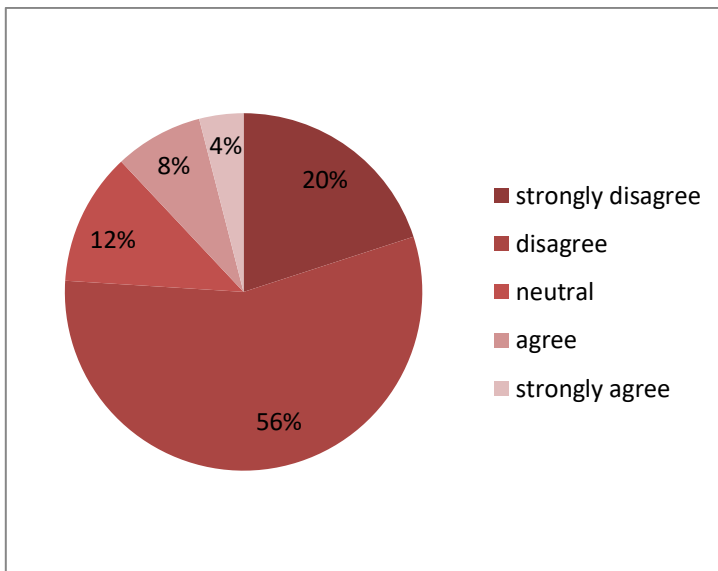


Figure2.31: Students' hesitation to take imitative due to fear of failure

Statement five: I need a lot of support to complete tasks successfully.

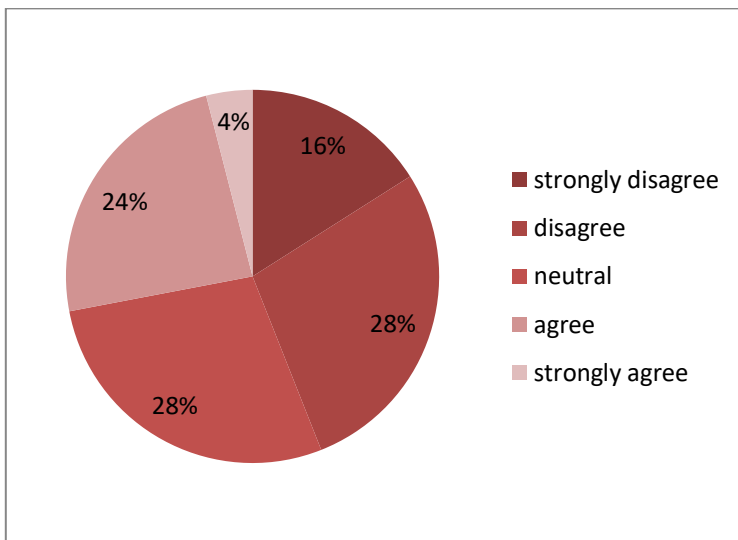


Figure2.32: Students' high need for support to complete tasks

Statement six: I believe that no matter how hard I try, I won't make a difference.

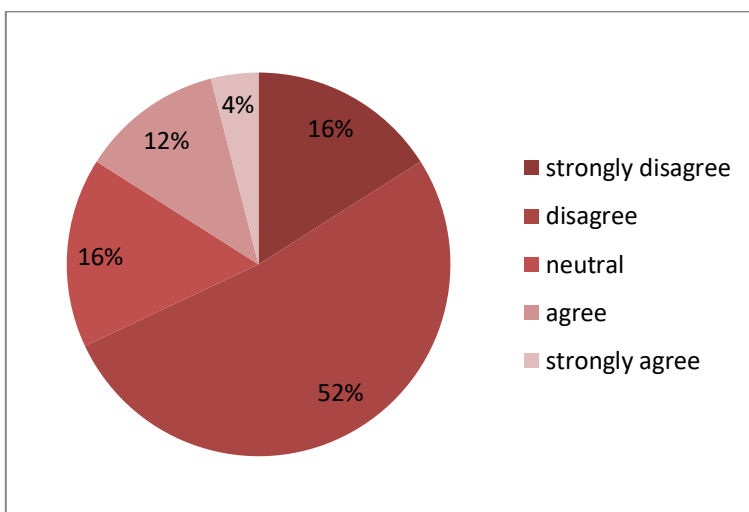


Figure2.33: Students' sense of in creating change

This section focuses on students' beliefs in their own competence and capacity to overcome academic and personal challenges. The findings suggest a concerning lack of self-efficacy among many participants, as reflected in their doubts about succeeding,

reluctance to take initiative, and reliance on external support. Such beliefs can weaken motivation and reduce academic engagement, especially when students internalize failure as a fixed outcome.

Addressing these perceptions through confidence-activities, positive feedback, and structured opportunities for success is essential for fostering a stronger sense of agency.

Section Five: Growing Tension.

Statement one: I find it hard to communicate when I disagree with others .

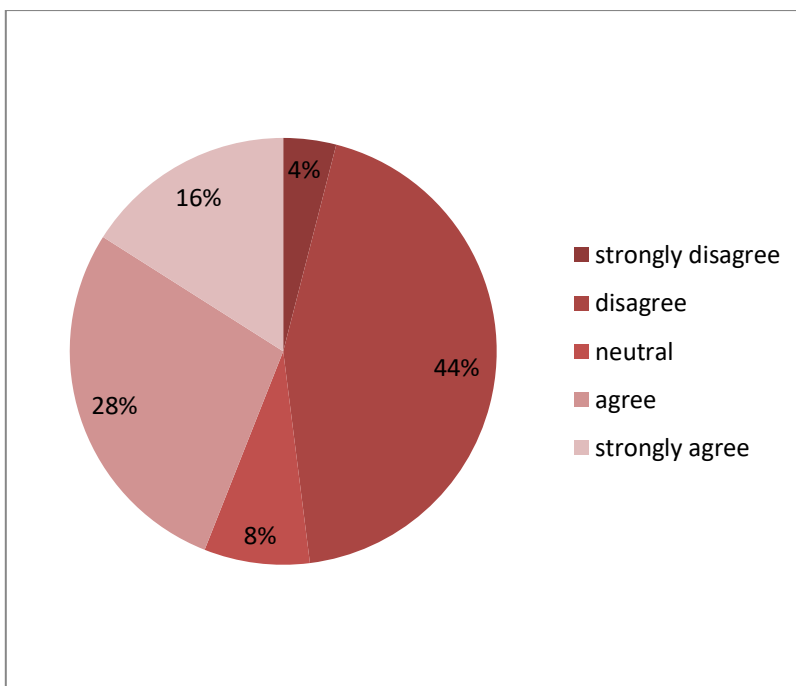


Figure2.34: Students' difficulty communicating during disagreements

Statement two: I avoid addressing conflicts because I do not know how to resolve them.

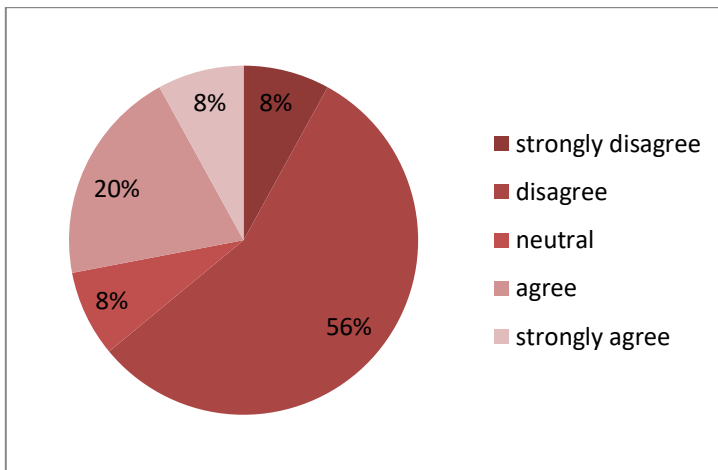


Figure2.35: Students' tendency to avoid conflict situations due to lack of resolution skills

Statement three: I struggle to maintain relationships when conflicts arise.

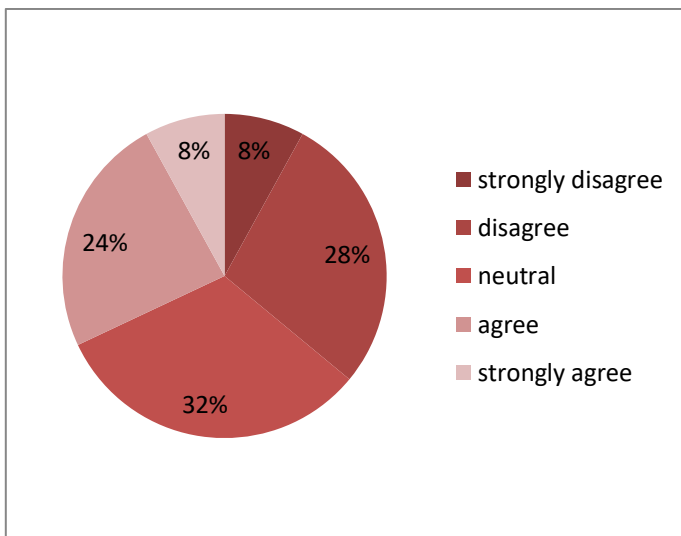


Figure2.36: Students' struggle maintaining relationships during conflicts

Statement four: I often feel misunderstood when trying to express my concerns.

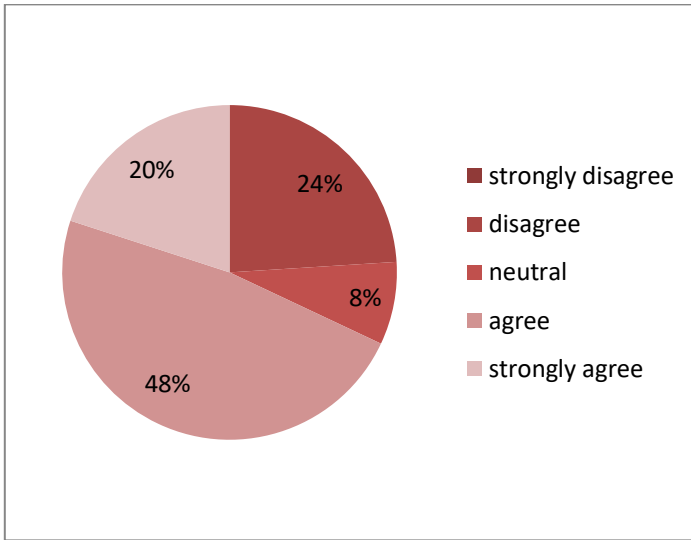


Figure2.37: Students feeling misunderstood when expressing concerns

Statement five: I feel frustrated when conflicts with teachers or peers remain unresolved.

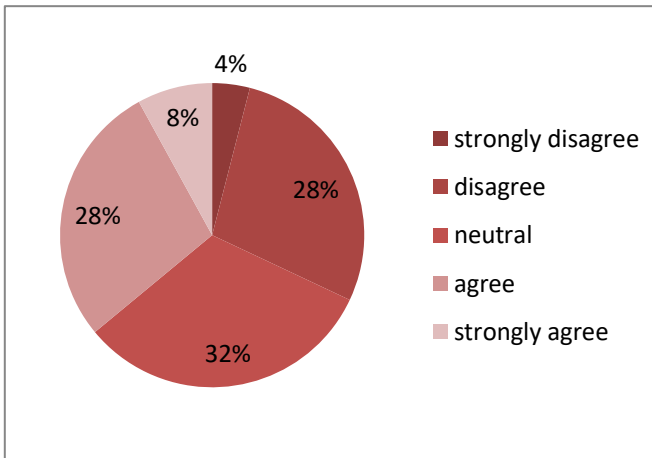


Figure2.38: Students' frustration over unsolved interpersonal conflicts

Statement six: I get anxious when I have to confront someone about a problem.

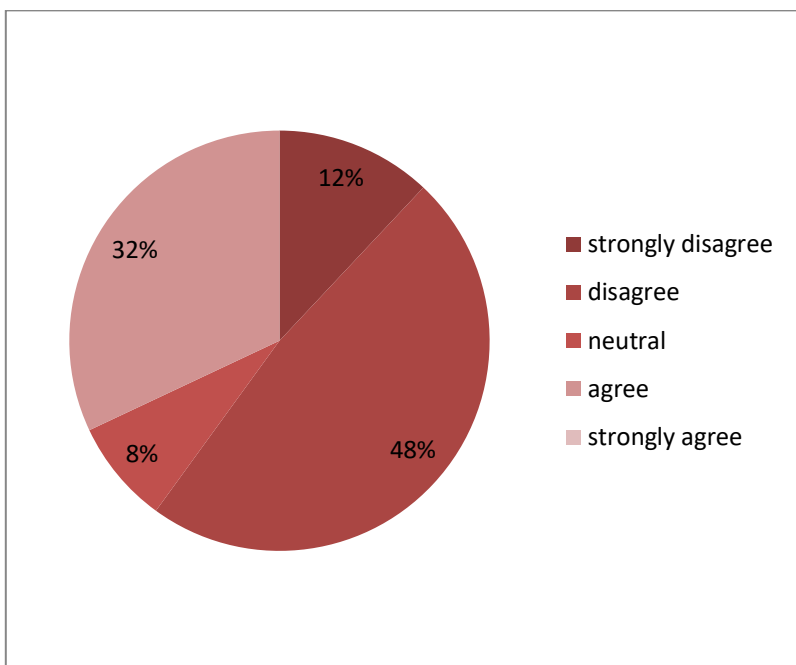


Figure2.39: Students ‘anxiety when confronting others about problems

This section looks into students’ ability handle interpersonal stress and resolve conflicts effectively, especially in academic environments. Many students report anxiety, avoidance, or miscommunication when dealing with disagreement or expressing concerns. These indicators suggest difficulties in assertive communication and a lack of practical conflict resolution skills. As interpersonal challenges are inevitable in both academic and professional settings, fostering these competencies is critical. Institutions should consider integrating communication training and peer dialogue activities to help students navigate tension with greater confidence and clarity.

2.5 Interpretation of the results:

A. Interpretation of the questionnaire results:

The results of teacher questionnaire indicate a general awareness of emotional resilience among participants, with most respondents demonstrating a solid understanding of the concept. Their open-ended definitions largely aligned with established academic definitions, focusing on the ability to cope with stress, remain focus during adversity, and adapt to challenges (Masten, 2001; Fletcher & Sarkar, 2013). Despite this understanding, few teachers reported having formal discussions about emotional resilience with colleagues or during professional training. This suggests that while the concept is known at an individual level, it has yet to be institutionalized or formally addressed in professional development contexts (Day & Gu, 2014).

Teachers overwhelmingly agreed on the importance of emotional resilience for student success. Most respondents stated that they have observed emotional resilience influencing academic performance, often noting that students who displayed emotional strength were likely to overcome setbacks and stay engaged. This strong recognition among teachers of the link between emotional competence and learning outcomes reinforces the relevance of emotional concern, especially in higher education environments that demand independent learning and adaptability (Conley & O'Hare, 2017; Beltman, Mansfield, & Price, 2011).

A notable pattern emerged in how teachers approach emotional resilience in their classrooms. Nearly all respondents said they adjusted their communication and teaching strategies based on students' emotional needs. Although none of the teachers had received a formal training in this area, many still reported incorporating stress-reduction techniques, group discussions, and personal encouragement into their routines. These responses highlight the reliance on personal initiative and intuition

rather than structured methods, which creates inconsistency in how emotional support is delivered across classrooms (Howard & Johnson, 2004; Mansfield et al., 2012).

Despite these efforts, many teachers expressed concern over the lack of institutional support for addressing students' emotional well-being. A majority indicated that they do not feel adequately supported by their institutions when dealing with students challenges. Teachers identified significant barriers such as limited time, insufficient training, and, in some cases, resistance from students themselves. Nevertheless, they also denoted a willingness to engage more deeply in emotional support work if given the paper tools, including workshops, peer collaboration opportunities, and access to mental health resources (Collie, Shapka, & Perry, 2012; Day & Gu, 2014).

The suggestions provided by teachers to improve emotional resilience in the university setting were thoughtful and practical. Suggested recommendations included offering formal training, reducing class sizes to allow more personal engagement, and integrating flexibility into the curriculum in order to reduce stress. These suggestions align with current best practices found in literature on student well-being and resilience in higher education (Reivich & Shatté, 2002; Gu & Day, 2007)

Importantly, they reflect not only the teachers' recognition of the problem but also readiness to be part of the solution.

In summary, the questionnaire results present a clear picture of how teachers understand and value emotional resilience, and many already takes steps to support it although they do so informally. However, there is a disconnection between individual teacher initiative and and institutional infrastructure. Addressing this gap through professional development and administrative support could substantially enhance both student outcomes and teacher effectiveness. The findings make a compelling case for emotional resilience training to become a formal part of teacher preparation and ongoing professional support in higher education settings (Beltman et al., 2011; Day & Gu, 2014)

B. Interpretation of the ERS:

The results of the Emotional Resilience Scale (ERS) administered to third-year English students reveal clear patterns of emotional vulnerability across five critical domains.

In the first section on low stress tolerance, responses suggest that a significant number of students struggle to manage stress in academic contexts. This aligns with Wilks (2008), who found that resilience plays a moderating role in coping with academic stress among university students. Additionally, effective stress management is linked to emotional intelligence, which helps regulate pressure and reduce emotional fatigue in academic settings (Salovey, Bedell, Detweiler, & Mayer, 1999). This distribution reflects a mixed capacity for stress management, where some students regulate pressure, but a considerable number experience mental fatigue even in low-demand situations.

In the second section, the data point to frequent emotional outbursts, suggesting that many students have difficulty regulating their immediate emotional reactions. Golman (1995) emphasizes the role of emotional intelligence in managing emotional reactivity and maintaining composure. Supporting this, Schutte et al. (1998) demonstrates that individuals with higher emotional intelligence show better emotional regulation, which contributes to emotional resilience. In this case, students seem to possess limited regulation strategies, reacting impulsively during stress and later reflecting negatively on their behavior. This pattern may undermine peer interactions and academic focus, especially in group projects and feedback situations.

Avoidance of challenges emerges as another dominant theme. According to Bandura (1997), students with low self-efficacy are more likely to avoid challenging tasks due to fear of failure or low confidence in their abilities. Elliot and Thrash (2001) also argue that such avoidance behaviors limit opportunities for

learning and growth, reinforcing anxiety over time. When students habitually avoid effortful tasks, they deprive themselves of opportunities to develop mastery and resilience through repeated exposure to manageable failure and recovery.

The self-efficacy section revealed widespread uncertainty regarding students' belief in their capabilities. Pajares (1996) highlights that academic self-efficacy is a critical predictor of motivation and academic success. Similarly, Zimmerman (2000) found that strong self-efficacy beliefs enhance perseverance and engagement in academic tasks. A pessimistic view of one's abilities, therefore, reduces meaningful engagement and increases the risk of disengagement when facing setbacks. These results suggest the need for targeted interventions to build academic confidence and metacognitive strategies to track growth.

Finally, the growing tension section addressed how students handle interpersonal conflicts and unresolved issues. Hocker and Wilmot (2014) explain that underdeveloped conflict resolution and communication skills contribute to difficulties in navigating social tensions. Deutsh (1973) also notes that poor communication and conflict management can lead to relationship breakdowns and social isolation. Student who struggle with these skills may be less likely to seek academic or emotional support when needed.

Overall, the data from the ERS reflect a profile of students who are emotionally self-aware but largely unequipped to act on that awareness constructively. This aligns with Hartley (2011), who found that emotional resilience is vital for academic persistence and psychological well-being. The overall trend suggests limited resilience in core areas critical to academic success. These results strongly support the need for institutionally supported emotional resilience programs, skill-building workshops and safe spaces where students can learn to cope with stress, regulate emotions, build confidence, and resolve conflicts constructively.

2.6 Interpretation of the overall results to the research questions:

The results of the study and their relevance to the two research questions will be presented in this section.

A. Interpretation of the overall results in relation to the first research question:

Emotional resilience is widely recognized as a foundational component of students' ability to cope with academic demands and maintain steady performance. This capacity to manage stress, recover from setbacks, and remain academically engaged has been shown to directly influence academic performance (Martin & Marsh, 2006).

According to Reivich and Shatté (2002), emotionally resilient students are more capable of bouncing back from difficulties and maintaining focus, while those lacking resilience are more vulnerable to burnout, self-doubt, and disengagement. Similarly, Dweck(2006) argues that belief in one's capacity to grow through effort—closely related to emotional resilience—is key to academic perseverance and success.

In light of this, the first research question: what is the impact of implementing emotional resilience programs on students' performance? can be addressed by examining the patterns revealed in the emotional resilience scale(ERS) results. The data showed that many students exhibited low stress tolerance, avoidance of academic challenges, and weak self-efficacy. These traits, as supported by previous studies (Bandura, 1997; Martin & Marsh, 2006), are known to hinder academic performance, as students who cannot regulate stress or believe in their ability to succeed often withdraw from academic engagement or give up when tasks become difficult. Furthermore, students' avoidance behaviors such as procrastination or retreating from mentally demanding tasks align with research indicating that fear of failure and emotional discomfort limit cognitive performance and reduce academic

persistence (Elliot & Church, 1997). These emotional obstacles highlight the potential value of implementing resilience-building programs that focus on emotional regulation, cognitive reframing, and confidence-building strategies.

In short, the ERS results show that emotional vulnerabilities are closely tied to academic struggle, suggesting that structured emotional resilience programs could serve as preventative and empowering intervention.. such programs, by targeting key emotional and cognitive barriers, are likely to foster healthier mindsets and improve students' academic outcomes, as supported by findings in the work of Datu et al. (2018) and Tugade & Fredrickson (2004).

B. Interpretation of the overall in relation to the second research question:

Teachers recognize the significant role that emotional resilience plays in students' academic performance and overall well-being, aligning with existing literature that identifies resilience as a critical role in educational success (Masten, 2001; Beltman, Mansfield, & Price, 2011). The questionnaire results demonstrate that , although teachers are generally aware of emotional resilience and its importance, many perceive current support measure as informal and insufficient. This echoes Day and Gu's (2014) observation that while educators often understand emotional resilience conceptually, institutional backing and formal programs remain limited. These findings offer a direct response to the second research question: How do teachers perceive the effectiveness or need for emotional resilience programs in supporting students' academic performance and well-being?

Teachers expressed a clear need for structured emotional resilience programs to better support students in managing stress, maintaining focus, and overcoming setbacks, which are all crucial for academic achievement and psychological health

(Conley & O'Hare, 2017). Despite their personal efforts to incorporate resilience-building strategies in their classrooms, respondents noted significant barriers such as lack of time, training and institutional resources, underscoring the findings of Collie, Shapka, and Perry (2012) regarding challenges faced by educators in addressing student emotional needs.

Furthermore, the willingness of teachers to engage more deeply in resilience-focused professional development suggests readiness for such programs (Howard & Johnson, 2004; Mansfield et al., 2012). Their recommendations for formal training, reduced class sizes, and curriculum flexibility align with best practices in resilience education documented by Reivich and Shatté(2002).

In summary, the data indicates that teachers perceive emotional resilience programs as not only necessary but potentially transformative for enhancing student academic performance and well-being. Institutionalizing such programs could bridge the current gap between individual teacher initiative and systemic support, thereby fostering greater resilience and engagement among students.

2.7 Recommendations for enhancing emotional resilience programs

Building on the findings and interpretations of this study, several key recommendations emerge to effectively support students' emotional resilience and academic success within higher education settings.

First, enhance institutional support, universities should develop formal emotional resilience programs that provide students with structured opportunities to build stress management skills, confidence, and conflict resolution strategies. Institutional commitment is essential to bridge the gap between individual efforts and systemic change (Day & Gu, 2014; Beltman, Mansfield, & Price, 2011).

Second, prioritize teacher training and professional development. Educators would benefit from formal training and ongoing workshops focused on emotional resilience, equipping them with practical strategies to support students' needs consistently across classrooms (Howard & Johnson, 2004; Mansfield et al., 2012).

Third, allocate resources and adapt academic policies. Measures such as reducing class sizes, incorporating curriculum flexibility, and improving access to counseling and mental health services will create a more supportive and responsive learning environment that fosters resilience (Reivich & Shatté, 2002; Gu & Day, 2007).

Fourth, encourage collaboration and peer support among teachers. Establishing platforms for sharing best practices and mutual support can empower educators to address emotional resilience challenges more effectively and cohesively (Collie, Shapka, & Perry, 2012).

Finally, implement continuous monitoring and evaluation. Regular assessment of resilience initiatives will help institutions adapt programs to student needs and ensure their ongoing relevance and success (Masten, 2001; Fletsher & Sarkar, 2013).

2.8 Conclusion:

This chapter interpreted the main findings in relation to the study's research questions. It began by analyzing students' responses to the emotional resilience scale (ERS), revealing several areas of emotional vulnerability that impact academic performances. The results supported the first research question, showing that limited emotional resilience can negatively affect students' academic engagement and success. It also examined teachers' views through a questionnaire, addressing the second research question. Finding showed that while teachers value emotional resilience, institutional support and formal training remain limited. The chapter ended with practical recommendations for improving emotional resilience support in higher education.

GENERAL CONCLUSION

In the context of modern education, where academic demands are increasing and students' emotional well-being is often at risk, emotional resilience has emerged as a critical factor for success in higher education. It is no longer sufficient to support students solely through academic instruction; institutions must also address the emotional and psychological dimensions of learning. Emotional resilience, understood as the ability to adapt positively in the face of adversity and to recover from stress or failure, plays a central role in this process (Masten, 2001; Fletcher & Sarkar, 2013). Supporting students in developing emotional resilience, equips them with the internal resources to face academic challenges, regulate stress, and stay engaged in their learning journeys (Beltman, Mansfield, & Price, 2011)

This dissertation explored the concept of emotional resilience in relation student academic performance and emotional well-being, with a focus on teachers' perceptions and existing support systems. The study was structured in two chapters. The first chapter presented the theoretical underpinning of emotional resilience, including definitions, key components, and its significance in educational contexts. The second chapter addressed the methodology, described the two research instruments: a teacher questionnaire, and an emotional resilience scale (ERS), it also provided an in-depth interpretation of the findings in relation to the research questions.

The results of the study confirmed that students who demonstrate higher levels of emotional resilience, as measured by the ERS, tend to cope better with academic pressures, maintain composure during challenges, and exhibit stronger engagement with their studies. This finding supports earlier research highlighting the link between resilience, and academic success (Conley & O'Hare, 2017; Martin & Marsh, 2006). The data also revealed that emotional resilience was not uniformly developed among students, suggesting a need for more deliberate and targeted interventions.

Moreover, the teacher questionnaire revealed that educators are aware of the importance of emotional resilience and its positive impact on student learning outcomes. However most of the support they provide remains informal and depends on personal experience rather than structured training. This reflects a broader issue in higher education, where institutional support for emotional well-being is still lacking or inconsistent (Day & Gu, 2014; Collie, Shapka, & Perry, 2012). Teachers also indicated a strong willingness to receive training and contribute to fostering emotionally resilient learning environments, provided they are supported with appropriate resources.

Despite these valuable insights, the study encountered some limitations. From a theoretical perspective, emotional resilience is a multi-dimensional concept that intersects with areas such as mental health, motivation, and personality traits, making it challenging to isolate and measure precisely. The reliance on self-reported data from both students and teachers may also introduce biases. Practically, the sample size was limited, and time constraints during academic term affected data collection. Furthermore, the absence of longstanding data limited the study's ability to assess the long-term effects of emotional resilience on academic outcomes.

Future research could benefit from larger, more diverse samples, and from examining the impact of specific resilience-building programs or interventions over time. Additional studies might also explore how emotional resilience interacts with other psychological constructs such as perseverance, self-efficacy, and academic self-concept.

In conclusion, this dissertation reaffirms the value of emotional resilience as an essential component of academic success and well-being. While teachers recognize its importance and attempt to support it within their classrooms, formal institutional programs remain insufficient. Bridging this gap through training, structured interventions, and administrative support could significantly enhance the academic experience and outcomes for students in higher education.

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APPENDICES

Appendix A

Questionnaire

Dear participants,

answer this short questionnaire that aims to explore your awareness, practices, and challenges related emotional resilience in the classroom. Your responses will be treated with strict confidentiality and used solely for academic research purposes

Section One: Awareness of Emotional Resilience

1. Have you heard the term emotional resilience before?

Yes No

2. Have you ever discussed emotional resilience with colleagues or during training?

Yes No

3. To what extent do you observe emotional resilience influencing student performance?

Not at all Occasionally Frequently Very often

4. In your opinion, how important is emotional resilience for student success?

Not important Moderately important Very important

5. In your own words, how would you define emotional resilience?

.....
.....

Section Two: Use of Emotional Resilience in Teaching

6. Do you adjust your teaching or communication style based on students' emotional needs?

Yes No

7. Have you received any training or guidance on how to promote emotional resilience?

Yes No

8. How often do you include activities that help students handle stress or failure?

Never Sometimes Often Always

9. What kind of strategies do you use to help students manage emotional challenges?

Mindfulness Group discussions Encouragement Conflict resolution Other: _____

10. Describe a time when you helped a student overcome an emotional or academic challenge

.....
.....
.....

Section Three: Support and Challenges

11. Do you feel supported by your institution when addressing students' emotional needs?

Yes No

12. Do you feel prepared to support students during emotional challenges?

Yes No

13. What kind of support would help you better assist students emotionally?

Training workshops Counseling services Peer collaboration

14. What is the greatest obstacle in promoting emotional resilience in your classroom?

Time constraints Lack of training Student resistance Curriculum

15. What do you suggest to improve emotional support in your university?

.....
.....

Appendix B

Emotional Resilience Scale

Dear participants,

This scale explores how students handle stress, emotions, and academic challenges. Your answers are anonymous and will be used for research purposes only. Bear in mind there are no right or wrong answers.

Section 1: Low Stress Tolerance

1. I often feel mentally exhausted even after minor challenges.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I find it difficult to stay calm under pressure.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. I struggle to manage stress effectively in challenging situations.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I tend to give up easily when tasks become stressful.

Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I feel anxious when unexpected problems arise.

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I feel overwhelmed when faced with multiple academic responsibilities.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Section 2: Emotional Outburst

7. I react strongly when things do not go as planned.

Strongly Disagree Disagree Neutral Agree Strongly Agree

8. I find it hard to control my emotions when I am frustrated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

9. I get irritated or angry quickly in stressful situations.

Strongly Disagree Disagree Neutral Agree Strongly Agree

10. I often regret my emotional reactions after calming down.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. I struggle to remain in control when it comes to conflicts and disagreements.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. I feel emotionally overwhelmed when facing criticism

Strongly Disagree Disagree Neutral Agree Strongly Agree

Section 3: Avoidance of Challenges

13. I avoid tasks that seem too difficult.

Strongly Disagree Disagree Neutral Agree Strongly Agree

14. I hesitate to take on new challenges because I fear failure.

Strongly Disagree Disagree Neutral Agree Strongly Agree

15. I prefer to stay in my comfort zone rather than try new things.

Strongly Disagree Disagree Neutral Agree Strongly Agree

16. I delay tasks that require extra effort.

Strongly Disagree Disagree Neutral Agree Strongly Agree

17. I often doubt my ability to handle difficult situations.

Strongly Disagree Disagree Neutral Agree Strongly Agree

18. I feel relieved when I can escape a tough task instead of solving it.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Section 4: Self-Efficacy

19. I believe that no matter how hard I try, I won't make a difference.

Strongly Disagree Disagree Neutral Agree Strongly Agree

20. I struggle to trust my own judgment even in familiar situations.

Strongly Disagree Disagree Neutral Agree Strongly Agree

21. Even when I do well, I think it was luck rather than my ability.

Strongly Disagree Disagree Neutral Agree Strongly Agree

22. I often feel that no matter how much effort I put in, I won't succeed.

Strongly Disagree Disagree Neutral Agree Strongly Agree

23. When I face a problem, I assume others would handle it better than me.

Strongly Disagree Disagree Neutral Agree Strongly Agree

24. I rarely take initiative because I fear making mistakes.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Section 5: Growing Tension

25. I find it hard to communicate when I disagree with others.

Strongly Disagree Disagree Neutral Agree Strongly Agree

26. I avoid addressing conflicts because I do not know how to resolve them.

Strongly Disagree Disagree Neutral Agree Strongly Agree

27. I find it hard to maintain relationships when problems arise.

Strongly Disagree Disagree Neutral Agree Strongly Agree

28. I often feel misunderstood when trying to express myself.

Strongly Disagree Disagree Neutral Agree Strongly Agree

29. I feel frustrated when conflicts with teachers or peers remain unresolved.

Strongly Disagree Disagree Neutral Agree Strongly Agree

30. I get nervous when I have to confront someone about a problem.

Strongly Disagree Disagree Neutral Agree Strongly Agree

ملخص: تهدف هذه الدراسة إلى الكشف عن أثر إدراج برامج المرونة العاطفية على الأداء الأكاديمي لطلبة السنة الثالثة جامعي. وقد تم اعتماد مقياس المرونة العاطفية لتحديد مدى قدرة الطلبة على تحمل الضغط النفسي وتنظيم الانفعالات وتقدير الذات وتجنب التحديات والتعامل مع الصراعات الشخصية. كما تم توزيع استبيان على أساتذة التعليم العالي لفهم تصوراتهم بشأن أهمية دعم المرونة العاطفية داخل الوسط الجامعي. أظهرت نتائج الدراسة أن الطلبة يعانون من هشاشة عاطفية واضحة تتجلى في ضعف التحكم في التوتر والانفعالات وفي تجنب المواقف التحديّة. كما عبّر الأساتذة عن وعيهم بأهمية هذا الجانب غير ان غياب التكوين المؤسسي و الدعم المنهجي يحول دون تطبيق فعال لهذه البرامج.

Résumé: Cette étude vise à examiner l'impact de l'intégration de programmes de résilience émotionnelle sur la performance académique des étudiants de troisième année universitaire. L'échelle de résilience émotionnelle a été utilisée pour évaluer la capacité des étudiants à tolérer le stress, à réguler leurs émotions, à développer l'estime de soi, à faire face aux défis et à gérer les conflits interpersonnels. Un questionnaire a également été distribué aux enseignants universitaires afin de comprendre leurs perceptions concernant le soutien à la résilience émotionnelle dans le milieu académique. Les résultats ont révélé que les étudiants présentent une vulnérabilité émotionnelle marquée, notamment dans la gestion du stress, la régulation émotionnelle et l'affrontement des situations difficiles. Les enseignants ont exprimé une conscience de l'importance de la résilience émotionnelle, mais l'absence de formation institutionnelle et de soutien systématique freine sa mise en œuvre effective.

Summary: This study aims to explore the impact of integrating emotional resilience programs on the academic performance of third-year university students. The Emotional Resilience Scale was used to assess students' ability to tolerate stress, regulate emotions, develop self-worth, avoid challenges, and manage interpersonal conflicts. A questionnaire was also distributed to university instructors to understand their perceptions of supporting emotional resilience within the academic environment.

The findings revealed that students exhibit clear emotional vulnerability, particularly in managing stress, regulating emotions, and facing challenging situations. Instructors expressed awareness of the importance of emotional resilience, yet the absence of institutional training and systematic support hinders its effective implementation.