



Strengthening Education: Organisational Resilience and Emotional Intelligence in the Professional Development of Teachers at a Lima UGEL, 2023

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Resumen

La investigación tuvo como finalidad determinar la influencia de las variables Resiliencia organizacional e inteligencia emocional en el desarrollo profesional de los docentes de una UGEL de Lima. El estudio giro bajo una metodología de enfoque cuantitativo, de diseño no experimental y de nivel explicativo. La muestra estuvo conformada por 133 maestros. El muestreo fue probabilística aleatoria simple. Como instrumentos se aplicó el cuestionario de resiliencia organizacional por Ducheck (2017; 2020), el cuestionario de inteligencia emocional por Bar-On (1997), y el cuestionario de desarrollo de la profesionalidad por Minedu (2012), que contiene 24 ítems. El resultado evidencio el desarrollo profesional depende en un 79,4 % de la resiliencia organizacional y la inteligencia emocional. Con respecto a los objetivos específicos, la práctica y ejercicio profesional depende al 62,1 % de la resiliencia organizacional e inteligencia emocional y la ética y respeto de los derechos influye al 75.8 % de la resiliencia organizacional e inteligencia emocional.

Palabras claves: *Inteligencia emocional, Resiliencia, competencia emocional, desarrollo profesional.*

Abstract

The purpose of the research was to determine the influence of the variables Organizational resilience and emotional intelligence on the professional development of teachers at an UGEL in Lima. The study revolved around a quantitative approach methodology, non-experimental design and explanatory level. The sample was made up of 133 teachers. The sample was simple random probabilistic. As instruments, the organizational resilience questionnaire by Ducheck (2017; 2020), the emotional intelligence questionnaire by Bar-On (1997), and the professionalism development questionnaire by Minedu (2012), which contains 24 items, were applied. The result showed that professional development depends 79.4 % on organizational resilience and emotional intelligence. With respect to the specific objectives, professional practice and exercise depend 62.1 % on organizational resilience and emotional intelligence and ethics and respect for rights influence 75.8 % on organizational resilience and emotional intelligence.

Keywords: *Emotional intelligence, Resilience, emotional competence, professional development.*

1. Introduction

Organisational resilience (OR) is the ability of an organisation to anticipate, absorb, respond to and recover from disruptive events or crises, such as natural disasters, economic crises, technological failures or social crises, both reactively and proactively. It involves increasing the capacity for self-organisation and learning (Duchek, 2020). Resilience within organisations is a collective meta-skill that makes it possible to anticipate and adapt to conflictive situations, proposing appropriate solutions to eventual situations (Duchek, 2017). Organisational resilience in educational settings, particularly in schools, has attracted significant attention in recent years. The interest is driven by a growing recognition of the challenges faced by schools in rapidly changing and often unpredictable environments (Boberg and Bourgeois, 2016; Liu et al., 2020). Resilience at the organisational level derives from specific capacities, routines, practices and processes that enable the organisation to orient itself, move forward and create a diverse society and adaptive environment (Hillmann and Guenther, 2021).

It is a multidimensional concept associated with well-being, life satisfaction and high quality of work (Agarwal et al., 2024; Mokline and Ben Abdallah, 2021). However, too many resilient individuals may hinder the development of a shared vision necessary for resilience. Therefore, resilience is manifested through collective actions and decisions (Barasa et al., 2018). Lengnick-Hall et al. (2011) highlight the conceptual distinction between flexibility, agility and resilience in an organisational context. Flexibility and agility are capabilities needed to cope with the challenges and changes that occur regularly on a daily basis. These qualities enable organisations to adapt quickly and deal efficiently with dynamic situations. However, resilience goes beyond responding to day-to-day problems. It refers to an organisation's ability to cope with and overcome unexpected adverse situations, such as significant threats or sudden crises (Duchek, 2017, 2020). Resilience not only involves the ability to adapt to these challenging situations, but also enables organisations to emerge from crises in a stronger position than before (Adger, 2000).

Madni and Jackson's (2009) seminal work provides a valuable complement to this view by noting that resilience enables organisations not only to recover from a crisis, but also to learn and grow from that experience. This process of post-crisis adaptation and strengthening is what distinguishes truly resilient organisations from those that are merely flexible or agile. This concept is posited as a potential element that conditions the equilibrium within a company, given its capacity to analyse critical situations and propose solutions based on the company's vision and mission at a given time, and its propensity to seek to solve difficulties (Herbane, 2019).

Gallopín's (2006) model of organisational vulnerability identifies factors such as vulnerability and resilience, which are deemed essential to confront complex situations. The model posits that these elements enable the organisation to seek responses and fortify itself against vulnerabilities. In accordance with ecological theory, organisations are characterised by their flexibility and ability to adapt to challenging circumstances in pursuit of equilibrium (Adger, 2000). This capacity entails the ability to swiftly discern opportunities, alter course and evade collisions (McCann, 2004).

In relation to the emotional intelligence variable, it has been demonstrated that emotional intelligence accounts for 80 % of success in personal and professional life (Agarwal et al., 2024). According to Thorndike (1920, cited in Goleman, 2002), these are qualities that a human being has to be able to improve every day in relation to their context. Goleman (1996), Mayer and Salovey (cited in Ugarriza, 2001) emphasise its association with the emotional domain.

According to Bar-On (1997), emotional intelligence exerts a significant influence on other intelligences, thereby enhancing individuals' capabilities and inclinations in any problematic domain or context. Similarly, Ugarriza (2001) underscores the pivotal elements of the structure that interact to provide skills, enabling individuals to achieve their objectives. EI is derived from social intelligence, where people in society are needed to make decisions, better judgements and choices (Halimi et al., 2020). It also helps to monitor people's own feelings and the feelings of others (Setiawan, 2020). Yudes et al. (2019) add that EI helps to choose optimal solutions in stressful situations and to maintain control of projects. Ruvalcaba et al. (2019) proposed that emotional intelligence facilitates the selection of the most suitable alternative solution when confronted with a challenging situation that undermines personal achievements, thereby maintaining autonomy in project management. Conversely, the attitudinal and behavioural consequences of emotional experiences have the potential to influence job performance, job satisfaction, turnover and absenteeism (Leiter et al., 2003).

According to Bar-On (1997), the dimensions of the variable encompass intrapersonal skills, which facilitate self-emotional intelligence; interpersonal skills, which enable effective interaction with others; adaptability, which enables adjustment to diverse circumstances; stress management, which governs impulsive responses and emotional responses in challenging scenarios; and general mood, which is associated with contentment and emotional equilibrium.

Rueda et al. (2019) emphasise the pivotal role of teachers' professional development in ensuring the provision of high-quality education, underscoring the necessity for ongoing training and enhancement of teaching skills to preserve and elevate educational standards.

As Warren et al. (2022) emphasise, the emotional state of teachers exerts a direct influence on the classroom environment. An emotionally balanced and motivated teacher is able to engender a positive learning environment that fosters both academic achievement and students' emotional well-being (Cotta, 2023; Estrada-Molina et al., 2022). Furthermore, educators should possess a variety of pedagogical skills and adopt the role of knowledge promoters. This implies that teachers should not only be responsible for transmitting information, but also for facilitating active, student-centred learning. By focusing on the learner as the main agent in the educational process, students are enabled to become active participants in their own learning, developing the critical and creative skills necessary for their personal and academic development.

It is evident that teachers' professional development not only enhances their pedagogical competences but also fosters a positive, student-centred classroom environment, which is imperative for the academic success and emotional well-being of students (Brito & Martínez, 2020). Teachers' enhancement in teaching and managing educational competences enables them to address pedagogical challenges and optimise educational processes. Cardona and Guerra (2020) further posit that the teaching profession necessitates continuous self-learning and professional growth as a moral obligation to develop superior learning strategies. In this manner, MINEDU (2012) in relation to the Framework of Excellent Performance, the initial dimension addresses professional practice and occupation. It is considered that teachers' performances should be realised in their classroom practice, and they are expected to utilise various strategies to improve learning, cooperate and encourage teamwork, sharing experiences to solve difficulties and achieve better results. The second dimension, corresponding to Respect for Rights and Ethics, pertains to the ethical principles that govern the teaching profession. In this regard, Martínez (2022) underscores the notion that the teaching profession is inherently associated with a stringent moral code, with ethical principles serving as the bedrock of their conduct and actions, perpetually aimed at enhancement. The principles and daily activities of teachers are intricately interwoven with deontology, a philosophy that emphasises educational processes for the edification of schoolchildren. In a similar vein, Mariscal et al. (2022) underscored the pivotal role of teaching in society, thereby underscoring the ethical responsibility that accompanies the profession. This responsibility encompasses a commitment to fostering school welfare and ensuring the efficacy of educational processes, thereby yielding quality outcomes. Moreover, it fosters a collaborative environment that permits diverse interpretations of the context.

A number of studies have been conducted that address various factors that influence teacher professional development. These include those by Zadok et al. (202), Aastha Dhoopar et al. (2020), Zambrano (2020), Chunga (2021) and Holguin (2021). These studies highlight the importance of leadership, emotional intelligence, resilience and teacher performance in educational settings.

Zadok et al. (202), conducted a study in Israel with 103 middle leaders and 506 secondary school teachers, and the study's findings suggest that educational institutions can increase their organisational resilience by fostering leadership transformation and strengthening collective teacher effectiveness. This suggests that effective leadership and strong collaboration among teachers are key to addressing and overcoming organisational challenges.

Aastha Dhoopar et al. (2020) in India investigated the influence of emotional intelligence on the relationship between organisational resilience and employee performance during the global pandemic. The findings demonstrated that emotional intelligence exerts a partial mediating effect on this relationship, suggesting a significant contribution of employees with higher levels of emotional intelligence to organisational resilience, thereby enhancing workplace performance. This underscores the critical role of emotional intelligence in maintaining performance in crisis situations.

In a similar vein, Zambrano (2020) in Lima revealed that emotional understanding affects conflict resolution methods among instructors in an educational institution, concluding that emotional intelligence positively influences teachers' conflict resolution by 42%. This highlights the importance of emotional intelligence in conflict management and in creating a more harmonious educational environment. Chunga's (2021) research evidenced an association between emotional intelligence and motivation on the one hand, and student satisfaction, educational improvement and educational outcomes on the other hand ($X^2 = 96.920$, $\text{sig} = .000$; Nagelkerke's $R^2 = 0.928$). The study concluded that these skills have significant predictive efficacy in educational improvement, underlining the need to develop them to improve educational outcomes.

Holguin (2021) also found that digital competencies and resilience have a positive impact on teachers' teaching (Nagelkerke = 0.178; $p < 0.05$), concluding that these skills should be developed through training offered by governmental or private entities, relying on the intrinsic motivation of individual teachers. This suggests that continuous professional development is essential to meet current educational challenges.

The present study aims to examine the influence of organisational resilience and emotional intelligence on the professional development of teachers within a UGEL, with specific objectives including the investigation of the impact of independent variables on professional practice and ethics, and the role of respect among teachers in a UGEL.

2. Materials and methods

The research design was basic and non-experimental, adopting a quantitative approach and at an explanatory level. The sample comprised 133 teachers from a single UGEL in Lima, selected using a simple random probability technique that ensured equal probability for all participants to be selected. The survey technique was utilised, involving the administration of questionnaires to elicit information from the sample. Three questionnaires were employed as instruments. The organisational resilience questionnaire by Ducheck (2017; 2020), which contains 20 items, was applied, as well as the emotional intelligence questionnaire by Bar-On (1997), containing 20 items, and the professionalism development questionnaire by Minedu (2012), containing 24 items. Content validity was conducted through expert judgement, based on the criteria of Clarity, Relevance and Consistency, concluding that the instruments were valid. The reliability of the three instruments was established through administration to a pilot group, revealing the organisational resilience variable to have high reliability (0.944), the emotional intelligence variable to have strong reliability (0.880), and the professional development variable to have high reliability (0.946).

The data were processed using descriptive statistics, whereby frequency and percentage tables were generated for the three variables with their own dimensions. With respect to inferential statistics, ordinal logistic regression was used to test the hypotheses, a process which was supported by the pseudo r-squared and Nagelkerke. The SSPS statistical programme was used to search for correspondence between the study variables.

3. Results

As demonstrated in Table 1, 42.1 % of the teachers interviewed reported a fair degree of organisational resilience, 32.3 % reported a poor level of organisational resilience, while 25.6 % expressed efficient organisational resilience.

Tabla 1: Description of results Organisational resilience.

Levels	Frequency	Percentage
Poor	43	32,3 %
Fair	56	42,1 %
Efficient	34	25,6 %
Total	133	100 %

According to the table and its accompanying figure, it is possible to estimate that of the 133 teachers surveyed, 50.4 % have an efficient level of anticipation, 47.4 % a fair level and 2.3 % a poor level. In addition, 58.6 % of them reported a good level of coping, 39.8 % an efficient level and 1.5 % a poor level. Finally, 51.1 % of them have a regular level of coping, 48.1 % an efficient level and only 0.8 % a poor level.

Tabla 2: Description of the results of the organisational resilience dimension levels

Levels	Anticipation		Coping		Adaptation	
	f	%	f	%	f	%
Poor	3	2.3 %	2	1.5 %	1	0.8 %
Fair	63	47.4 %	78	58.6 %	68	51.1 %
Effective	67	50.4 %	53	39.8 %	64	48.1 %
Total	133	100 %	133	100 %	133	100 %

Tabla 3: Description of the emotional intelligence results.

Levels	Frequency	Percentage
Low	0	0,0 %
Average	85	63,9 %
High	48	36,1 %
Total	133	100 %

As illustrated in the associated descriptive table and its accompanying supporting figure, it is evident that of the 133 educators who participated in the survey, 51.1 % exhibited an average level of intrapersonal intelligence, 56.4 % reported an average level of interpersonal intelligence, 59.4 % expressed a high level of adaptability, 38.3 % reported an average level of stress management, and a significant 78.9 % of the teachers reported an average level of general mood.

Tabla 4: Description of the results obtained from the levels of the emotional intelligence dimensions.

Levels	Intrapersonal Intelligence		Interpersonal Intelligence		Adaptability		Stress Management		General Mood	
	f	%	f	%	f	%	f	%	f	%
Low	3	2.3 %	0	0.0 %	0	0.0 %	36	27.1 %	3	2.3 %
Average	68	51.1 %	75	56.4 %	54	40.6 %	51	38.3 %	105	78.9 %
High	62	46.6 %	58	43.6 %	79	59.4 %	46	34.6 %	25	18.8 %
Total	133	100 %	133	100 %	133	100 %	133	100 %	133	100 %

As illustrated by the descriptive table and the graph, 51.9 % of the teaching professionals involved in the implementation of the instrument demonstrated a consistent level of professional development, 25.6 % of whom reported an effective level of professional development, while 22.6 % of them indicated a suboptimal level of professional development.

Tabla 5: Description of professional development results.

Levels	Frequency	Percentage
Poor	30	22,6 %
Fair	69	51,9 %
Efficient	34	25,6 %
Total	133	100 %

As illustrated in the descriptive table and the graph below, 43.6 % of the 133 teachers who participated in the survey demonstrated a regular level of professional practice and occupation, 39.1 % exhibited a poor level, and 17.3 % displayed an efficient level. Conversely, 47.4 % of the teachers expressed a regular level of ethics and observance of rights, 27.1 % a deficient level and 25.6 % an efficient level.

Tabla 6: Description of the levels of professional development dimensions.

Levels	Professional practice and practice		Ethics and respect of rights	
	f	%	f	%
Poor	52	39.1 %	36	27.1 %
Fair	58	43.6 %	63	47.4 %
Efficient	23	17.3 %	34	25.6 %
Total	133	100 %	133	100 %

The result demonstrated that the significance value was lower than the determined range ($p=0.000<0.05$), thereby expressing the opinion to contest the null hypothesis and attesting to the influence of organisational resilience and emotional intelligence in the professional development of learners of a UGEL in Lima, 2023.

Tabla 7: Analysis of the influence of organisational resilience and emotional intelligence on the professional development of teachers in a UGEL in Lima, 2023.

Model	Log-likelihood -2	Chi-square	gl	Sig.
Intersection only	203,926			
Final	47,370	156,556	3	,000

The results of the Pseudo R-squared test are used to identify the degree of variability. In all cases, the highest value (Nagelkerke coefficient) is taken into account. Consequently, it is asserted that career development is 79.4 % dependent on organisational resilience and emotional intelligence.

Tabla 8: Pseudo R-squared test.

Pseudo R squared	
Cox y Snell	,692
Nagelkerke	,794
McFadden	,574

Tabla 9: The goodness-of-fit test between variables and dimensions is also presented.

	Chi-squared	gl	Sig.
Pearson	2,673	4	,263
Desvianza	4,000	4	,135

The p-value, which is used to determine statistical significance, was found to be greater than 0.05, thereby indicating that organisational resilience and emotional intelligence in professional practice and practice are consistent with the ordinal logistic regression type.

Tabla 10: Pseudo R-squared test.

Pseudo R squared	
Cox y Snell	,542
Nagelkerke	,621
McFadden	,379

It is perceived that the variability of professional practice and exercise is 62.1 % dependent on organisational resilience and emotional intelligence.

Tabla 11: Analysis of the influence of organisational resilience and emotional intelligence on the professional practice and exercise of teachers in a UGEL in Lima.

Model	Log-likelihood -2	Chi-squared	gl	Sig.
Intersection only	192,473			
Final	46,598	145,875	3	,000

The p-value < 0.05 in general matters and the Chi-square statistic has a value of 147.875. Therefore, it has been demonstrated that there is an influence of organisational resilience and emotional intelligence on ethics and respect for the rights of teachers in a UGEL in Lima, 2023.

Tabla 12: Pseudo R-squared test.

Pseudo R squared	
Cox y Snell	,666
Nagelkerke	,758
McFadden	,519

It is estimated that the variability of ethics and respect for rights contributes to 75.8 % of organisational resilience and emotional intelligence.

4. Discussion and conclusions

The present study focused on organisational resilience, emotional intelligence and teachers' professional growth and sought to investigate whether the independent variables influence teachers' professional development in a UGEL. Overall, the results confirm the importance of the variables studied for the continuity of educational processes and the implementation of procedures that promote significant changes and collaborative outcomes in educational settings (Estrada-Molina et al., 2022).

The descriptive results indicate that the sample obtained organisational resilience, emotional intelligence and professional development 42.1 %, 63.9 % and 51.9 % respectively. This suggests that the collective ability to anticipate and adapt to conflict situations, as well as to provide adequate solutions to eventual situations, should be improved (Duchek, 2017). Conversely, emotional intelligence, which facilitates the selection of optimal solutions in high-pressure environments and the maintenance of project control (Ruvalcaba et al., 2019; Yudes et al., 2019), is at an average level. Furthermore, teacher professional development, a crucial element in ensuring educational quality (Rueda et al., 2019), is at a satisfactory level. This suggests that, despite the organisation encountering challenges in adapting and surmounting difficulties (low resilience), the high emotional intelligence of its members can serve as a valuable asset. This is because members can contribute to maintaining a positive work environment and provide support to their colleagues during challenging periods. However, this does not fully compensate for the absence of organisational resilience. The presence of high emotional intelligence in the sample may facilitate professional development, as these individuals tend to excel in communication and the establishment of effective relationships (Aastha Dhoopar et al., 2020; Yudes et al., 2019).

The inferential results of the research demonstrate a 79.4 % influence of organisational resilience and emotional intelligence on the professional development of the evaluated teachers. These results align with the findings of Aastha Dhoopar et al. (2020), who evidenced the partial mediation effect of emotional intelligence in relation to organisational resilience and teacher performance. The conclusion drawn was that employees with a higher degree of emotional intelligence contribute more positively to the level of organisational resilience, which further enhances the level of performance in the workplace. A similar conclusion was reached by Zambrano (2020), who, in his study, determined that emotional intelligence had a positive influence on teachers' conflict resolution within the institution by 42 %. This finding aligns closely with the theoretical underpinnings proposed by Bar-On (1997), who posits that emotional intelligence exerts a significant influence on other intelligences, thereby fortifying individuals' competencies and inclinations in any challenging domain or setting.

The result of the first specific objective refers to the 62.1 % dependence of the variability of professional practice and practice on organisational resilience and emotional intelligence. The result is in line with Zadok et al. (2020) who suggest that educational institutions can significantly increase their organisational resilience by promoting leadership transformation and strengthening collective teacher effectiveness. Supported by Brito and Martinez (2020) that institutions with well-trained and continuously developing teachers are better prepared to resolve pedagogical difficulties, as teachers can quickly implement pedagogical competencies to maintain educational continuity and improve educational processes.

In relation to the variability of ethics and respect for rights, this tends to 75.8 % of organisational resilience and emotional intelligence. Agreeing with Martínez (2022) who highlighted that the teaching profession has a high moral value, as ethics guides their behaviour and actions towards continuous improvement, adding that the principles and daily activities of teachers are linked to deontology, which benefits the educational processes and therefore the students. Chunga (2021), in his research, found that intrinsic motivation and emotional intelligence influence 92 % of the professional performance of teachers in an educational unit, concluding that these skills improve the quality of education for students, demonstrating their predictive effectiveness in the educational context. Like Holguin (2021) in his research, he found a 17.8 % influence of digital literacy and resilience in teachers' teaching, supporting the need for teacher training.

In conclusion, it is imperative to emphasise the significance of fortifying organisational resilience and emotional intelligence in the professional development of teachers within a UGEL. This is due to the fact that it empowers teachers to adapt and surmount challenges, such as curricular alterations and unanticipated crises. Consequently, this enhances their capacity to deliver education of a high standard. Furthermore, these attributes foster a positive and collaborative work environment, which contributes to the long-term stability and success of the educational institution.

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