

Beyond Instruction: The Role of Emotional Intelligence Competencies in Enhancing Classroom Effectiveness

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Abstract. Emotional intelligence (EI) is recognized as a key factor in achieving educational goals and enhancing teacher effectiveness. This study assessed the level of EI competencies through validated questionnaire among 152 elementary school teachers in the San Francisco District of Agusan del Sur Division, Philippines. The study employed a descriptive correlational research design. Data were analyzed using statistical tools such as frequency count, percentage, mean, standard deviation, and Pearson correlation. Findings indicated high levels of EI competencies, with significant correlations between empathy and the number of mental health trainings attended ($r = 0.241$, $p = 0.003$), and between social skills and length of service ($r = 0.189$, $p = 0.020$). Specifically, teachers with more training and longer service demonstrated higher levels of empathy and social skills, respectively. The study identified areas needing improvement, particularly in adaptability, staying updated with best practices, recognizing students' emotional needs, and conflict resolution. To address these gaps, an action plan was developed for a comprehensive training program. This includes preparatory activities, needs assessment, curriculum planning, resource preparation, collaborative sessions, and continuous monitoring. The results highlighted the critical need for targeted training and constant support. Additionally, leveraging the expertise of experienced educators and ensuring the availability of resources and professional development opportunities. These efforts are expected to enhance teachers' emotional intelligence (EI) competencies, thereby improving the quality of education. The study's findings have significant policy implications, emphasizing the need for educational policymakers to integrate EI training in teacher development programs, allocate resources for continuous professional development, and establish robust support systems to enhance the effectiveness of EI competencies in schools.

Keywords: Emotional intelligence; Empathy; Professional development; Social skills; Teacher effectiveness.

1.0 Introduction

Quality education is recognized as a pivotal force for both individual and societal progress. Central to this is the role of effective teachers who can deliver well-prepared and well-explained lessons, enhancing students' educational knowledge. This study examines the impact of emotional intelligence (EI) on teachers in the San Francisco Unified School District. The need to investigate these factors arises from their potential impact on teacher effectiveness and, consequently, on student achievement. Research suggests a positive correlation between these factors and teacher effectiveness globally. For instance, a study of university students in Bangladesh found that teachers' emotional intelligence has a significant influence on students' motivation for academic learning (Rahman et al., 2024). Similarly, Salleh et. al. (2024) highlight the importance of emotional

intelligence in enhancing academic success among university students. Their study found that components of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills, significantly influence academic performance, as measured by GPA, retention rates, and educational engagement. However, Kgosiemang and Khoza (2022) argue that the challenges faced by teachers complicate the influence of EI. Their study on primary school teachers in the Southeast Region of Botswana found that while emotional intelligence skills are crucial for improving teachers' performance and attitudes towards instructional practices, various external factors can impact the effectiveness of these skills. Thus, this study aims to contribute to this ongoing debate by examining the specific context of San Francisco District, Agusan del Sur Division.

Despite national mandates for quality education, schools often struggle with limited resources and a shortage of qualified teachers. These challenges can lead to lower student achievement compared to national averages (DepEd, 2022). In the San Francisco District, teachers frequently report high levels of stress and burnout, which can negatively impact their performance. For instance, one teacher faced significant turmoil due to family issues, including a husband struggling with alcoholism and infidelity, which affected her well-being and professional responsibilities. Another teacher battled severe depression, leading to harmful interactions with colleagues and students, and eventually, concerned parents petitioned for her removal. Alarming, there was a lack of intervention or support from the educational department to address these mental health challenges.

The significance of this study lies in its potential to enhance our understanding of the role of emotional intelligence in teacher effectiveness by identifying the level of emotional intelligence and the pedagogical competence that influence teachers' work performance. Furthermore, this investigation also examined the level of awareness among teachers regarding the mandates for mental health activities and programs in the workplace, where teachers may require additional support and development. This research contributes to the ongoing efforts to improve educational practices and outcomes in the San Francisco District, Agusan del Sur Division. The findings will provide valuable insights that can inform policy and practice, benefiting both educators and students by fostering a more supportive and effective educational environment.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive correlational design to assess the level of emotional intelligence competencies among elementary school teachers in the San Francisco District. The research aimed to determine the relationship between the respondents' profiles (sex, age, civil status, length of service, appointment status, training on mental health, and academic background) and their emotional intelligence competencies. These competencies include self-awareness, self-regulation, motivation, empathy, and social skills. The descriptive correlational design allowed for the collection and analysis of quantitative data to identify patterns and relationships between variables. This approach provided a comprehensive understanding of the current level of emotional intelligence among teachers. It highlighted areas where further training and support may be needed to enhance their emotional intelligence competencies.

2.2 Research Participants

The study involved 152 elementary teachers from public schools within San Francisco District, Agusan del Sur division for the School Year 2024-2025. This included a diverse range of schools to ensure a comprehensive analysis. They were selected from a total population of 242 teachers using a stratified random sampling with a 5% margin of error.

2.3 Research Instruments

A researcher-made questionnaire was used to collect data, which underwent content validation and reliability testing by education experts, including a Division Personnel, District Supervisor, School Principal, and Master Teachers. The questionnaire was divided into two sections. Part I gathered demographic information, including age, sex, civil status, years of service, academic rank, appointment status, training on mental health, and highest educational qualification. Part II assessed the level of emotional intelligence competencies, covering self-awareness, self-regulation, motivation, empathy, and social skills, using a 5-point Likert scale. A pilot test with 20 teachers confirmed good internal consistency across all indicators, with Cronbach's alpha values as follows: self-awareness ($\alpha = 0.785$), self-regulation ($\alpha = 0.838$), motivation ($\alpha = 0.796$), empathy ($\alpha = 0.786$), and social

skills ($\alpha = 0.797$). These values indicate that the questionnaire is a reliable tool for measuring the specified aspects of emotional intelligence competencies.

2.4 Data Gathering Procedure and Analysis

The data-gathering procedure followed a structured approach. The researcher first obtained approval from relevant authorities, including the Dean of the Graduate School Office, the Schools Division Superintendent, and school principals. Once permission was granted, the researcher personally administered the survey to ensure respondents understood the instructions. Quantitative data were collected using a validated questionnaire, and the responses were tallied, tabulated, and analyzed using statistical tools, including frequency counts, percentages, means, standard deviations, and Pearson correlations. Ethical standards, including confidentiality and voluntary participation, were strictly adhered to throughout the process. This structured approach ensured the reliability and validity of the data collected, providing a solid foundation for analyzing the effectiveness of the digitalized quality management system.

2.5 Ethical Considerations

The study followed strict ethical guidelines to protect participants' rights and ensure data confidentiality. Informed consent was obtained both in writing and verbally, and participants were assured of their right to withdraw at any time. Confidentiality and anonymity were maintained by securing personal data and ensuring that identifying information was not linked to any responses. The principle of beneficence was upheld by ensuring that the study contributed to educational improvements while minimizing risks to participants. Justice and fair treatment were observed by ensuring equitable selection criteria and avoiding the exploitation of vulnerable groups. The researcher maintained transparency and honesty by clearly communicating the study's objectives and faithfully reporting findings. Additionally, cultural sensitivity was consistently demonstrated throughout the research process, ensuring respect for participants' diverse backgrounds and values.

3.0 Results and Discussion

3.1 Profile of the Respondents

Table 1 presents the frequency distribution of respondents based on sex, age, civil status, years of service, highest educational qualification, appointment status, training on mental health, and academic background. The majority (89%) of the 152 respondents are female, with males comprising just 11%, highlighting a significant gender imbalance in the teaching profession (Naz, Raza, & Romena, 2024). This finding is crucial as it underscores the need to address gender-specific challenges in emotional labor and work-life balance among female teachers, particularly regarding their emotional intelligence. In terms of age, the majority (53%) are aged 27 to 45 years old, followed by those aged 46 to 55 years old (28%), and those aged 56 years old and above (19%). This age distribution suggests that a significant portion of the teaching workforce is in their prime working years, which may influence their emotional intelligence and ability to manage work-life balance effectively. These findings align with previous research indicating that emotional intelligence can develop and improve with age and experience, highlighting the importance of targeted support for teachers at different career stages (Nadaf et al., 2024).

Regarding civil status, the majority (95%) are married, while 3% are single and 2% are widowed, highlighting a workforce primarily composed of individuals in committed relationships. This finding aligns with previous research indicating that marital status does not significantly influence emotional intelligence levels among teachers (Galang et al., 2024). The results suggest that both married and unmarried teachers possess similar emotional intelligence, emphasizing the need for support programs that cater to all teachers regardless of their marital status.

The respondents also demonstrate a diverse range of experience. A small percentage (2%) have been in service for 1 to 5 years, while the majority (30%) have 6 to 10 years of experience. The rest are distributed across various service lengths, with 17% having 11 to 15 years, 16% having 16 to 20 years, 9% having 21 to 25 years, and 26% having 26 years and above. This distribution indicates a well-balanced mix of early-career, mid-career, and veteran teachers, which can significantly impact their emotional intelligence and classroom performance. Previous research has shown that teachers with more experience tend to have higher emotional intelligence, which positively affects their teaching effectiveness and ability to manage classroom dynamics (Kgosiemang & Khoza, 2022).

Table 1. *Demographic details of the survey respondents*

Profile	Classifications	Frequency	Percentage
Sex	Male	17	11.00%
	Female	135	89.00%
Age	27 to 45 years old	80	53.00%
	46 to 55 years old	43	28.00%
	56 years old and above	29	19.00%
Civil Status	Single	5	3.00%
	Married	144	95.00%
	Widowed	3	2.00%
Number of Years in Service	1 to 5 years	3	2.00%
	6 to 10 years	46	30.00%
	11 to 15 years	26	17.00%
	16 to 20 years	24	16.00%
	21 to 25 years	13	9.00%
	26 years and above	40	26.00%
Highest Educational Qualification	Bachelors' degree	32	21.00%
	With Master's degree units	47	31.00%
	With Master's degree CAR	57	38.00%
	Master's degree	15	10.00%
	With Doctorate degree units	1	1.00%
Appointment Status	Regular Permanent	152	100.00%
Trainings on Mental Health	No training	11	7.00%
	1-2 trainings	104	68.00%
	3-5 trainings	24	16.00%
	more than 5 trainings	13	9.00%
Academic Background	Teacher I	36	24.00%
	Teacher II	22	14.00%
	Teacher III	78	51.00%
	Master Teacher I	10	7%
	Master Teacher II	6	4%

In terms of highest educational qualification, 21% of the respondents hold a bachelor's degree, 31% have a Master's degree, 38% have a Master's degree CAR, 10% have a Master's degree, and 1% have a Doctorate. This distribution indicates a highly educated workforce, which can significantly impact their emotional intelligence and teaching effectiveness. Previous research has shown that higher educational qualifications are associated with greater emotional intelligence, which in turn positively influences psychological well-being and academic achievement (Shengyao et al., 2024).

All respondents have a regular permanent appointment status, indicating job stability and a secure working environment. This stability is crucial for maintaining a consistent and effective teaching workforce. Most respondents (68%) have attended 1-2 mental health trainings, while 16% have attended 3-5 trainings, 9% have attended more than 5 trainings, and 7% have had no training. This distribution suggests that the majority of respondents have some exposure to mental health training, which can significantly impact their emotional intelligence and overall well-being. Previous research has shown that mental health training can enhance emotional intelligence, leading to better stress management and improved well-being among teachers and students (Deepa, 2024).

Regarding academic background, more than half (51%) hold the position of Teacher III, followed by Teacher I (24%), Teacher II (14%), Master Teacher I (7%), and Master Teacher II (4%). This reflects a diverse range of teaching experience and expertise, which can significantly influence the implementation and effectiveness of emotional intelligence (EI) interventions in educational settings. Teachers with higher positions and more experience may have better-developed EI skills, which can positively impact their teaching methods and student outcomes (Gkintoni et al., 2024).

Overall, these findings provide insight into the demographic and professional backgrounds of the respondents, reflecting trends in the teaching profession and highlighting areas for potential focus in professional development and support. The data suggests a workforce that is predominantly female, relatively young, highly educated, and committed to professional growth, with a strong emphasis on mental health training and career progression (Sebastian et al., 2022; Almuhatar et al., 2025; Rahman et al., 2024).

3.2 Classroom Management Issues and Challenges

Table 2 presents the mean scores and descriptive interpretations of the respondents' emotional intelligence competencies, specifically focusing on self-awareness, self-regulation, motivation, empathy, and social skills.

Table 2. *Descriptive details of the classroom management issues and challenges encountered*

Indicators	Mean	SD	Interpretation
Self-Awareness			
1. I am able to accurately assess my own strengths and weaknesses as an educator.	4.43	0.61	Strongly Agree
2. I reflect on my teaching practices and seek feedback to improve my performance.	4.34	0.65	Strongly Agree
3. I am aware of my emotional triggers and how they impact my interactions with students.	4.34	0.59	Strongly Agree
4. I regularly set personal and professional development goals for myself.	4.39	0.75	Strongly Agree
5. I understand my teaching philosophy and how it shapes my approach in the classroom.	3.80	0.97	Agree
Aggregate Mean	4.259	0.71	Strongly Agree
Self-Regulation			
1. I remain calm and composed in challenging classroom situations.	4.64	0.49	Strongly Agree
2. I manage my time effectively to balance teaching responsibilities and personal life.	4.27	0.62	Strongly Agree
3. I adapt my teaching strategies to accommodate different classroom dynamics.	3.57	0.91	Agree
4. I handle stress and pressure in a healthy and productive manner.	4.05	0.21	Agree
5. I consistently model positive behavior and emotional regulation for my students.	4.42	0.64	Strongly Agree
Aggregate Mean	4.189	0.58	Agree
Motivation			
1. I am passionate about teaching and continuously seek to improve my skills.	4.32	0.58	Strongly Agree
2. I am motivated to help each student reach their full potential.	4.40	0.65	Strongly Agree
3. I find joy and satisfaction in seeing my students succeed.	4.28	0.74	Strongly Agree
4. I set high expectations for myself and my students and work hard to meet them.	3.83	0.56	Agree
5. I stay updated with the latest educational research and best practices.	3.68	0.83	Agree
Aggregate Mean	4.103	0.67	Agree
Empathy			
1. I actively listen to my students and try to understand their perspectives.	4.82	0.40	Strongly Agree
2. I show compassion and understanding towards students' individual challenges.	4.62	0.54	Strongly Agree
3. I create a supportive and inclusive classroom environment for all students.	3.43	0.62	Agree
4. I recognize and address the emotional needs of my students.	3.41	0.63	Agree
5. I build strong, trusting relationships with my students based on mutual respect.	4.30	0.58	Strongly Agree
Aggregate Mean	4.097	0.56	Agree
Social Skills			
1. I effectively communicate with students, parents, and colleagues.	4.91	0.29	Strongly Agree
2. I foster a collaborative and team-oriented classroom environment.	4.68	0.51	Strongly Agree
3. I resolve conflicts in a constructive and respectful manner.	4.02	0.88	Agree
4. I encourage students to develop their social skills and build positive relationships.	4.70	0.46	Strongly Agree
5. I participate in professional learning communities to enhance my teaching practice.	4.85	0.38	Strongly Agree
Aggregate Mean	4.630	0.50	Strongly Agree
Overall Mean	4.256	0.60	Strongly Agree

The data suggests a positive perception across all indicators related to emotional intelligence competencies. The mean score for Self-Awareness is 4.26, indicating a "Strongly Agree" level of self-awareness. The highest mean score within this indicator is 4.43 for "I am able to accurately assess my own strengths and weaknesses as an educator," while the lowest is 3.80 for "I understand my teaching philosophy and how it shapes my approach in the classroom." The findings indicate a strong level of self-awareness among educators, with the highest scores reflecting their ability to accurately assess their strengths and weaknesses. This aligns with Pretorius and Plaatjies (2023), who emphasize the importance of self-assessment in educational leadership, suggesting that teachers' strong self-awareness can significantly enhance their effectiveness in the classroom.

Similarly, the perception of Self-Regulation is "Agree," with a mean score of 4.19. The highest mean score within this indicator is 4.64 for "I remain calm and composed in challenging classroom situations," while the lowest is 3.57 for "I adapt my teaching strategies to accommodate different classroom dynamics." This indicates that while teachers are generally good at maintaining composure, there may be a need to enhance their adaptability to different classroom dynamics. Providing training on adaptive teaching strategies could help address this gap.

The level of Motivation is also high, with a mean score of 4.10. The highest mean score within this indicator is 4.40 for "I am motivated to help each student reach their full potential," while the lowest is 3.68 for "I stay updated with the latest educational research and best practices." The findings indicate that teachers' strong self-awareness and high motivation levels significantly enhance their effectiveness in the classroom. This aligns with previous research by Pretorius and Plaatjies (2023) and Rahman et al. (2024), highlighting the positive impact of emotional intelligence on educational outcomes.

In terms of Empathy, the mean score is 4.10, indicating a high level of empathy among the respondents. The highest mean score within this indicator is 4.82 for "I actively listen to my students and try to understand their perspectives," while the lowest is 3.41 for "I recognize and address the emotional needs of my students." This suggests that while teachers excel in actively listening and understanding their students' perspectives, there is room for improvement in recognizing and addressing students' emotional needs. Traikou (2024) emphasizes the importance of empathy and emotional intelligence in building rapport and managing classroom dynamics, particularly in multicultural settings, highlighting the need for continuous professional development in these areas.

The level of Social Skills is very high, with a mean score of 4.63. The highest mean score within this indicator is 4.91 for "I effectively communicate with students, parents, and colleagues," while the lowest is 4.02 for "I resolve conflicts constructively alyectful manner." This indicates that teachers excel in communication with students, parents, and colleagues, which is crucial for creating a supportive educational environment. However, there is a slight need for improvement in conflict resolution skills. Betinelli et al. (2025) highlight the importance of emotional intelligence in higher education, emphasizing that strong social skills, including effective communication and conflict resolution, are essential for fostering positive interactions and achieving educational goals. Continuous professional development in these areas can further enhance teachers' effectiveness and overall classroom dynamics.

The findings of this study revealed that among the five parameters of emotional intelligence – self-awareness, self-regulation, motivation, empathy, and social skills – social skills registered the lowest grand mean in the descriptive analysis of classroom management issues and challenges encountered by teachers. This result suggests that while teachers may demonstrate sufficient levels of self-awareness, emotional control, drive, and empathy individually, they face more significant challenges in their interpersonal interactions within the classroom setting. Social skills in classroom management encompass a wide range of competencies, such as conflict resolution, communication, collaboration, and relationship-building with students. A lower rating in this parameter indicates difficulties in sustaining positive student-teacher interactions, handling disruptive behaviors constructively, and fostering a classroom environment characterized by trust and respect.

3.3 Relationship Between Profile Variables and Classroom Issues and Challenges

Table 3 presents the results of correlation analyses examining the relationship between various demographic factors (sex, age, civil status, length of service, highest educational attainment, training, and academic rank) and different aspects of emotional intelligence competencies (self-awareness, self-regulation, motivation, empathy, and social skills). The analysis reveals that most variables do not have a significant relationship with the emotional intelligence competencies, with a few exceptions.

For self-awareness, the computed R-values for the relationship with the demographic variables range from 0.002 to 0.145, with p-values ranging from 0.616 to 0.976. All p-values are greater than 0.05, leading to the decision to fail to reject the null hypothesis. This indicates that there is no significant relationship between self-awareness and any of the demographic variables. These findings suggest that teachers' demographic characteristics do not influence their self-awareness.

Similarly, for self-regulation, the computed R-values for the relationship with the demographic variables range from 0.002 to 0.117, with p-values ranging from 0.152 to 0.979. All p-values are greater than 0.05, leading to the decision to fail to reject the null hypothesis. This indicates that there is no significant relationship between self-regulation and any of the demographic variables. These findings suggest that self-regulation among teachers is not influenced by their demographic characteristics.

Table 3. *Relationship between the profile of the respondents and emotional intelligence competence*

	Variables	r	p	Decision	Conclusion
Self-awareness	Sex	.02	.759	Failed to reject null hypothesis	Not Significant
	Age	.14	.075	Failed to reject null hypothesis	Not Significant
	Civil Status	.04	.616	Failed to reject null hypothesis	Not Significant
	Length of Service	.02	.739	Failed to reject null hypothesis	Not Significant
	Highest educ	.01	.862	Failed to reject null hypothesis	Not Significant
	Appointment status	-	-		
	Trainings	.00	.976	Failed to reject null hypothesis	Not Significant
Self-regulation	Academic rank	.01	.847	Failed to reject null hypothesis	Not Significant
	Sex	.11	.152	Failed to reject null hypothesis	Not Significant
	Age	.00	.979	Failed to reject null hypothesis	Not Significant
	Civil Status	.06	.423	Failed to reject null hypothesis	Not Significant
	Length of Service	.04	.619	Failed to reject null hypothesis	Not Significant
	Highest educ	.00	.976	Failed to reject null hypothesis	Not Significant
	Appointment status	-	-		
Motivation	Trainings	.05	.474	Failed to reject null hypothesis	Not Significant
	Academic rank	.03	.637	Failed to reject null hypothesis	Not Significant
	Sex	.05	.538	Failed to reject null hypothesis	Not Significant
	Age	.04	.600	Failed to reject null hypothesis	Not Significant
	Civil Status	.07	.339	Failed to reject null hypothesis	Not Significant
	Length of Service	.05	.544	Failed to reject null hypothesis	Not Significant
	Highest educ	.06	.409	Failed to reject null hypothesis	Not Significant
Empathy	Appointment status	-	-		
	Trainings	.07	.375	Failed to reject null hypothesis	Not Significant
	Academic rank	.07	.342	Failed to reject null hypothesis	Not Significant
	Sex	.09	.231	Failed to reject null hypothesis	Not Significant
	Age	.07	.352	Failed to reject null hypothesis	Not Significant
	Civil Status	.05	.519	Failed to reject null hypothesis	Not Significant
	Length of Service	.06	.453	Failed to reject null hypothesis	Not Significant
Social Skills	Highest educ	.09	.273	Failed to reject null hypothesis	Not Significant
	Appointment status	-	-		
	Trainings	.24	.003	Reject null hypothesis	Significant
	Academic rank	.05	.544	Failed to reject null hypothesis	Not Significant
	Sex	.01	.830	Failed to reject null hypothesis	Not Significant
	Age	.07	.366	Failed to reject null hypothesis	Not Significant
	Civil Status	.05	.486	Failed to reject null hypothesis	Not Significant
	Length of Service	.18	.020	Reject null hypothesis	Significant
	Highest educ	.14	.084	Failed to reject null hypothesis	Not Significant
	Appointment status	-	-		
	Trainings	.01	.813	Failed to reject null hypothesis	Not Significant
	Academic rank	.05	.472	Failed to reject null hypothesis	Not Significant

For motivation, the computed r-values for the relationship with the demographic variables range from 0.043 to 0.078, with p-values ranging from 0.339 to 0.600. All p-values are greater than 0.05, leading to the decision to fail to reject the null hypothesis. This indicates that there is no significant relationship between motivation and any of the demographic variables. These findings suggest that teacher motivation is not influenced by their demographic characteristics.

In terms of empathy, the computed r-values for the relationship with the demographic variables range from 0.053 to 0.241, with p-values ranging from 0.003 to 0.519. The p-value for the relationship between empathy and training is 0.003, which is less than 0.05, leading to the decision to reject the null hypothesis. This suggests a significant relationship between empathy and training. Teachers who have undergone more training tend to have higher levels of empathy. This finding aligns with previous research that highlights the importance of professional development in enhancing teachers' emotional intelligence (Rahman et al., 2024). For the other demographic variables, the p-values are greater than 0.05, indicating no significant relationship.

For social skills, the computed r-values for the relationship with the demographic variables range from 0.018 to 0.189, with p-values ranging from 0.020 to 0.830. The p-value for the relationship between social skills and length of service is 0.020, which is less than 0.05, leading to the decision to reject the null hypothesis. This suggests a significant correlation between social skills and length of service. Teachers with longer service tend to have better social skills. This finding is consistent with the idea that experience in the teaching profession can enhance

interpersonal skills (Valente & Lourenço, 2020). For the other demographic variables, the p-values are greater than 0.05, indicating no significant relationship.

Overall, the results indicate that while most demographic factors do not significantly influence teachers' emotional intelligence competencies, the number of trainings attended and length of service do play a significant role in certain areas. Specifically, more training is associated with higher levels of empathy, and longer service is associated with better social skills. These findings suggest that targeted training and support should be provided to enhance teachers' emotional intelligence competencies, particularly in empathy and social skills. Additionally, leveraging the experience of long-serving teachers through mentorship programs could further improve the overall emotional intelligence competencies of the teaching staff.

4.0 Conclusion

The findings indicate that teachers demonstrate high levels of emotional intelligence competencies, particularly in self-awareness, self-regulation, motivation, empathy, and social skills, suggesting their adeptness at managing emotions and interactions. However, empathy is significantly influenced by the number of trainings attended, and social skills are significantly related to the length of service, highlighting the importance of continuous professional development and experience. To address these areas, an action plan focusing on targeted training, mentorship programs, and robust support structures is necessary to maintain positive mental health and well-being. This approach will optimize teaching effectiveness and create a supportive learning environment. Key implications include the need for ongoing professional development to enhance emotional intelligence, the value of leveraging experienced teachers for mentorship, and the importance of providing comprehensive mental health support to sustain teacher well-being and performance. Future research could explore the long-term impact of these interventions on teacher performance and student outcomes, as well as investigate other factors influencing emotional intelligence competencies in teachers. This study highlights the critical role of social skills in effective classroom management, suggesting that future emotional intelligence (EI) development programs should place greater emphasis on building teachers' interpersonal competencies. By addressing this area, schools can design more targeted training and professional development initiatives. Furthermore, the findings can guide school policies toward integrating social-emotional learning frameworks for teachers, ensuring that relational skills are recognized, nurtured, and sustained as essential components of educational excellence.

5.0 Contributions of Authors

The authors of this research collaborated to review and approve the final version of the study. This ensures the study's completeness and integrity. Author Jane C. Oropa played an integral part in the editing, writing, supervision, data analysis, and encoding. Author Margie N. Laput concentrated on the fieldwork, distribution, and retrieval of survey instruments, doing comprehensive data analysis, transcribing the gathered material, and adhering to ethical guidelines throughout the study. These complementary contributions underscore the collaborative endeavors and mutual obligations as adviser and mentee to generate a thorough and ethically robust research output.

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7.0 Conflict of Interests

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