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## Emotional Quotient and Work-Life Balance of Teachers in a Public School: Basis for Developing Work-Life Balance Program

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### Abstract

**Aim:** The study was conducted to determine the relationship of emotional intelligence and work-life balance of teachers in a public school and formulate a work-life balance program effective and suitable for teachers.

**Methodology:** This study is a quantitative type of research, and it made use of descriptive-correlational research design. The researcher considered 122 teaching staff at the San Agustin Elementary School, S.Y. 2020-2021. A survey questionnaire was crafted based on Goleman's theory on Emotional Quotient and was validated using Cronbach's alpha Reliability test. The obtained value is 0.926, interpreted as Excellent which means there is internal consistency.

**Results:** Results showed that the respondents are in the mid-range of their careers, dominated by females; majority are married; and more teachers have below 1-5 years of teaching experience. There is no significant difference in the emotional quotient of teachers when grouped according to their demographic profile; hence, the null hypothesis is accepted.

**Conclusion:** The teachers have something to demonstrate in their career. Attaining work life balance are still in the process of getting into their life and career. Under emotional quotient, self-awareness, managing emotions, motivating oneself, empathy do matter in one's emotional intelligence and balancing one's life work. Under work life balance, the teachers strongly agreed under the terms of productivity, energy/enthusiasm, and job satisfaction. When emotional quotient and work life balance was correlated to work life balance it shows that there is a significant relationship between the aforementioned variables. However, there is no significant differences on the emotional quotient of teachers when grouped according to age, sex, civil status, and length of service. The researcher came up with an intervention of seminars and workshops, as well as festivals and exhibits, where the same can enhance and improve the teachers' emotional intelligence and work-life balance. Indeed, there should be a detailed action plan for intervention that should be followed to realize the plan.

**Keywords:** emotional quotient, work life balance, work life balance program, DepEd Teachers

### INTRODUCTION

The successes and failures of life are not attributable in one's cognitive abilities, which are certainly measured by IQ tests; such are rather attributable to how an individual maintain social relationships, positively-portray oneself, and manipulate how others perceive a person. Emotional Intelligence is a type of intelligence that may be more important in reaching one's goals than the traditional intelligence as measured by tests of IQ (Saumya et al., 2012).

Emotional Quotient (EQ) has the capacity to create positive outcomes in one's life and in the lives of others. The positive outcomes include joy, optimism, and enhanced performance in work and life. Emotional Intelligence (EI) is already accepted as a key component in the workplace when it comes to performance of an individual or organization (Devi, 2012).



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Emotional quotient is an important psychological factor that has an insightful effect on employee's abilities and performance. In some previous research on emotional intelligence, it was stated that emotion results in certain work-related outcomes.

Cognizant of the foregoing, the purpose of this study is to determine the relationship of emotional intelligence and work-life balance of teachers in a public school and formulate a work-life balance program effective and suitable for the teachers. Furthermore, this study tackles how to enhance performance by managing the emotional quotient of the teachers and to balance their work and life as a teacher.

This paper also provides insights on measuring the work-life balance practices of the teachers through emotional quotient.

### Statement of the Problem

This research sought to determine the relationship of emotional intelligence and work-life balance of teachers at the San Agustin Elementary School to develop a work life balance for teachers. Thus, the following questions were answered:

1. What is the demographic profile of the teachers in terms of?
  - 1.1 age,
  - 1.2 sex,
  - 1.3 civil status, and
  - 1.4 length of service?
2. What is the emotional quotient of teachers in terms of:
  - 2.1 self-awareness,
  - 2.2 managing emotions,
  - 2.3 motivating oneself,
  - 2.4 empathy, and
  - 2.5 Social skills?
3. What is the extent of the work life balance practices of teachers in the following?
  - 3.1 school,
  - 3.2 family/friends,
  - 3.3 personal/professional development, and
  - 3.4 leisure?
4. Is there a significant relationship between the emotional quotient and work life balance of teachers?
5. Are there significant differences on the emotional quotient of teachers when grouped according to their demographic profile?

### Review of Related Literature

Many of the researchers take emotional intelligence as an important indicator in occupational and professional fields of education. Emotional intelligence leads to valuable life if the teacher knows how to take advantage of this skill. For academic excellence, teachers need to understand difference between cognitive and emotional intelligence, but they must focus on emotional literacy of their students and teachers' emotional literacy will show when teachers check their own emotional literacy (Zeidner et. al., 2011).

Emotionally intelligent teachers show care for students, create emotional climate in classroom that develops the student learning environment and helps the teachers to become more effective to ensure academic achievement. It has been seen that a teacher's emotional intelligence affects their comfort level, self-efficacy, job satisfaction level and enhances social relationship with students. As a result, emotional intelligence directly affects the teaching and learning process (Jennings & Greenberg, 2009).

Working on classroom emotions has become vital now-a-days for students' emotional growth or for academic achievement. It is hoped that the successful teachers have a high level of emotional competencies. Emotional intelligence forecasts positive and successful results in all fields of life and consequently it dominates all fields of education. Teachers need to be trained in emotional intelligence to manage their own emotions to help students. This makes emotional intelligence has become important for both teachers and students (Singh, 2015).

The role of emotional intelligence is very prodigious in the educational field and in teaching. Emotional intelligence helps the teachers to understand their students in a better way. Teachers can make a pedagogical strategy to know the needs of and set goals for their students. In emotional intelligence, empathy is the main idea or concept for teaching, and it is significant for the teachers to communicate with students to understand the



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background and culture of the students. During teaching of different subjects in classroom, motivation and social skills related to emotional intelligence are very helpful for teachers to establish their goals. To improve social and personal life skills, emotional intelligence can help the students and teachers to enhance their achievements. The educational institutes who give training and conduct seminars for developing emotional intelligence in teachers produce happier, more experienced, and mature students for professional life (Brockbank & McGill, 2007).

### Theoretical and Conceptual Framework

This study is anchored on the theory of Daniel Goleman to Emotional Quotient or EQ. According to him, EQ is a cluster of skills and competencies, which are focused on four capabilities: self-awareness, relationship management, and social awareness. Goleman argues that these four capabilities form the basis of 12 'subscales' of EQ. He suggests that these subscales are: emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness and the last one is inspirational leadership. Goleman developed these 12 subscales from research into EQ in the workforce.

Several studies have shown that emotionally intelligent teachers have more skills to more effectively manage the various challenges of daily life; have a strong influence on students; encourage growth, spread a positive atmosphere in the classroom and create healthy, stimulating environments for learning. The act of teaching involves a significant daily emotional component. Due to the inherent sensitivities that occur in the teaching dynamic, there is a need for adequate management of emotions of both teachers and students to facilitate and optimize the intense and continuous interpersonal relations that typically occur in a school environment. Emotional intelligence forecasts positive and successful results in all fields of life and consequently its dominance in all fields of education (Abiodullah et. al., 2020).

## METHODOLOGY

### Research Design

This study is a quantitative type of research, and it made use of descriptive-correlational research design. Correlational research is a type of non-experimental research method in which a researcher measures two variables and understands and assesses the statistical relationship between them with no influence from any extraneous variable. It investigates relationships between variables without the researcher controlling or manipulating any of them. In this particular study, it examines relationship between the emotional quotient and work life balance of teachers and tried to investigate if there is a significant difference on the emotional quotient of teachers when grouped according to their demographic profile. To gather the needed data, a questionnaire was floated to the teachers. Data from the responses served as the basis in determining work-life balance program for teachers in the public school.

### Participants and Sampling

Complete enumeration of data was used in this study, in which all teachers at San Agustin Elementary School were the respondents of this study. The researcher selected all the teaching staff of San Agustin Elementary School considering they are in a big school, also considering that all the respondents are current teachers in the school year 2020-2021. Considering the data of San Agustin Elementary School which has a teaching force of 122, the school will be considered as Mega School. The teachers at this school served as the participants of the study.

### Data Gathering Procedure

Before the data gathering, the researcher sought permission from the administrator of Saint Francis of Assisi College – Las Piñas where she was enrolled, through submission of letter of request to conduct survey at the San Agustin Elementary School. Upon Approval, the researcher requested a meeting with the principal of San Agustin Elementary School to discuss the most convenient schedule of data gathering. After securing a schedule, the research questionnaire was presented to the thesis adviser for checking and validation. Prior to the actual distribution of survey questionnaires, the researcher first asked permission from the school head to collect and analyze data from the responses of the teacher-respondents through a Consent form. After securing all the signed consent forms, the



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researcher also asked the respondents to sign the Informed Consent form to ensure that the respondents are properly informed on why data is being collected and what would be done to this collected data.

The first step that was taken in gathering of data was the orientation of the teacher-respondents wherein the researcher explained the purpose of the data collection and how to accomplish the questionnaires. The data gathering for teacher-participants was carried out for two weeks. The researcher assured the confidentiality of the information given by the respondents. Data gathering was expected to be carried out on the first week of April 2021.

The researcher spent approximately 168 hours or 2 weeks gathering the data. Upon the collection of responses from the teacher-respondents, the researcher tallied the results by creating a frequency distribution table. After all the data had been encoded, with the help of the statistician, it was processed for analysis, interpretation and presentation.

The researcher ensured that all the information gathered from the respondents are confidential and will only be used in this study.

### Treatment of Data

Upon the retrieval of the questionnaires, the data was analyzed, evaluated, and classified, tabulated, and organized in frequency distribution which would be the basis for the descriptive comparison of data, interpretation, presentation and discussion in the context of specific questions. Descriptive statistical measures were also used in the analysis such as Percentage, Weighted Mean and Pearson r Correlation Coefficient which would be of help in the comparing and determining the relationship between emotional intelligence and work life balance practices of teachers.

### Ethical Consideration

The researcher made a letter of request to the Schools Division Superintendent of Parañaque City and to the principal of San Agustin Elementary School to allow the researcher to collect data from teacher-respondents. The researcher also ensured that the respondents' personal data were secured and remained confidential as agreed upon in the consent form. The researcher asked permission from the participants to fill in completely the information needed and to answer sincerely the given form. Collected data from the responses were treated with utmost confidentiality to make sure that every respondent's privacy is protected. The anonymity and confidentiality of the respondents was secured by not revealing their names and identity in the data collection, analysis, and study findings. Privacy and confidentiality of the participants were managed carefully during the survey, data analysis and dissemination of the findings.

## RESULTS and DISCUSSION

1. Demographic Profile of the Respondents

**Table 1**

*Demographic Profile of Teachers*

Demographic Profile	Majority
Age	31-40 years old
Sex	Female
Civil Status	Married
Length of Service	1-5 years

Based on the respondents' profile, most of the respondents came from the age range of 31-40 years old. Meanwhile, the study was dominated by female. Most of the respondents are married. When it comes to the length of service, they were in the range of 1 – 5 years. Thus, the teachers have something to demonstrate in their career. Attaining work life balance are still on the process of getting into their life and career. In the study of Arzone et.al. (2018) that EI and these demographic profiles play an important role in producing more efficient and competitive



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education teachers. Future study may use other methodologies such as case studies and action studies. Moreover, future study also should investigate other factors that might affect education teacher's motivation or attitude which may contribute towards their EI.

2. Emotional Quotient of Teachers

**Table 2**

*Emotional Quotient of Teachers*

Description	Grand Mean	Interpretation
Self-awareness	3.52	Strongly Agree
Managing Emotions	3.21	Agree
Motivating Oneself	3.39	Strongly Agree
Empathy	3.23	Agree
Social Skills	3.34	Strongly Agree
<b>Overall Grand Mean</b>	<b>3.34</b>	<b>Strongly Agree</b>

Under emotional quotient, the teachers are strongly agreed about their self – awareness. The teachers generally agreed in managing emotions. In motivating, all teachers are generally, strongly agreed. In terms of empathy, teachers generally agreed in this aspect. Thus, self-awareness, managing emotions, motivating oneself, empathy do matter in one's emotional intelligence and balancing one's life work. According to Valente et. al. (2022), teachers' emotional intelligence facilitates an excellent quality of interpersonal relationships, provides a steady and wholesome classroom environment, and promotes higher levels of work engagement. Trainings for teachers should be implemented in order to acquire further knowledge that allows them to apply and develop emotional skills in themselves and in their students.

3. Work life Balance of Teachers

**Table 3**

*Work Life Balance Practices of Teachers*

Description	Grand Mean	Interpretation
School	3.40	Strongly agree
Family/Friends	3.19	Agree
Personal/Professional Development	3.41	Strongly agree
Leisure	2.34	Disagree
<b>Overall Grand Mean</b>	<b>3.08</b>	<b>Agree</b>

Under work life balance, the teachers are strongly agreed under the terms of productivity, energy/enthusiasm and job satisfaction. Only by the level of agreeing terms, that teachers should be in terms of co – worker and supervisor support, work schedule, and work options. Majority of teachers strongly agree in terms of bonding with family, happiness/enjoyment with family, support from friends and family support. Majority of teachers agreed superbly in terms of individual development plan and employee development plan. However, majority of teachers disagreed under the terms of free time and leisure. When teachers have a better balance between their work and life, they're better able to cope with their daily demands and also enjoy more satisfying lives. According to Ramos and Galleto (2020), teachers are at a comfortable state of equilibrium between primary priorities of their employment position and their lifestyle and have framed quality professional learning and explored professional practice standards to provide developmental pathways for them to enhance their productivity and refine their practice.



4. Significant relationship between Emotional Quotient and Work Life Balance

**Table 4**

*Significant Relationship between Emotional Quotient and Work Life Balance of Teachers*

			<b>Work Life Balance</b>	<b>Emotional Quotient</b>	<b>Reject/Accept H0</b>
Work Life Balance	Pearson Correlation		1	.655**	Reject H0
	Sig. (2-tailed)			.000	
	N		121	121	
Emotional Quotient	Pearson Correlation		.655**	1	
	Sig. (2-tailed)		.000		
	N		121	121	

*Note.* \*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson r value of 0.655, it is significant (at  $0.000 < 0.01$  significance level), there is a significant relationship between the emotional quotient and work life balance practices of teachers. The value of 0.655 is a moderately high degree of correlation. It is also positive in terms of direction. So, when emotional quotient increases, work life balance increases; when emotional quotient decreases, work life balance decreases. Thus, the null hypothesis is rejected.

Healthy organizations consider the emotional wellbeing and work family balance of employees, as well as workplace effectiveness (Sanchez-Hernandez et. al., 2019). Workers themselves should also be reflective of how some of their own expectations in how flexible working should and can be used is shaped by prevailing gender norms and assumptions on whose job it is to care/do the "breadwinning."

Under emotional quotient, the teachers are generally, strongly agreed on their self - awareness. The teachers are generally agreed in managing emotions. On motivating, all teachers are generally, strongly agreed. In terms of empathy, teachers are generally agreed. Also, teachers are generally, strongly agreed.

Under work-life balance, the teachers are strongly agreed under the terms of productivity, energy/enthusiasm and job satisfaction. Only by the level of agreeing terms, that teachers should be in terms of co-worker and supervisor support, work schedule, and work options. Majority of teachers strongly agree in terms of bonding with family, happiness/enjoyment with family, support from friends and family support. Majority of teachers agreed superbly in terms of individual development plan and employee development plan. However, majority of teachers disagreed under the terms of free time and leisure. Furthermore, in the study of Ranasinghe and Sangaradeniya (2020), time off means a break from work. In the conducted FGD, someone said that break from work will provide employees a chance to switch off and enjoy themselves, it is also a great opportunity to refresh them and ready them for the upcoming work. This is immensely helpful to employees since they concentrate more on the work when they return to work after the break. Short breaks during the day are also an important strategy. It is quite convenient for the employees to have short breaks to rest for a while and enhance their mental and physical wellbeing.

5. Significant differences on the emotional quotient of teachers when grouped according to their demographic profile

**Table 5**

*Significant Difference on the Emotional Quotient of Teachers when grouped according to Demographic Profile*

<b>Demographic Profile</b>	<b>EQ F Value</b>	<b>Sig.</b>	<b>Accept/Reject H0</b>
Age	.079	.779	Accept H0
Sex	.079	.779	Accept H0
Civil Status	2.579	0.80	Accept H0



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Length of Service	.897	.468	Accept H0
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There are no significant differences on the emotional quotient of teachers when grouped according to age, sex, civil status, and length of service. Hence, the null hypothesis is accepted. Naqvi, et al., (2016) argued that emotional intelligence has a strong relationship with performance. Teachers are professionals, and pre-service trainings and workshops had equipped them with the necessary skills to teach. Yet, with the advancement of science and technology, there is a great need for them to acquire competence in the use of modern equipment to enhance their teaching skills regardless of their demographic profile.

### Conclusions

Based on the research findings, the researcher concludes the following:

1. Based on the respondents' profile, most of the respondents came from the age range of 31-40 years old. Meanwhile, the study was dominated by female. Most of the respondents are married. When it comes to the length of service, they were in the range of 1 – 5 years. Thus, the teachers have something to demonstrate in their career. Attaining work life balance are still on the process of getting into their life and career.
2. Under emotional quotient, the teachers strongly agreed about their self – awareness. The teachers generally agreed in managing emotions. In motivating, all teachers are generally, strongly agreed. In terms of empathy, teachers generally agreed in this aspect. Thus, self-awareness, managing emotions, motivating oneself, empathy do matter in one's emotional intelligence and balancing one's life work.
3. Under work life balance, the teachers strongly agreed under the terms of productivity, energy/enthusiasm and job satisfaction. Only by the level of agreeing terms, that teachers should be in terms of co – worker and supervisor support, work schedule, and work options. Majority of teachers strongly agree in terms of bonding with family, happiness/enjoyment with family, support from friends and family support. Majority of teachers agreed superbly in terms of individual development plan and employee development plan. However, majority of teachers disagreed under the terms of free time and leisure.
4. There is a significant relationship between the emotional quotient and work life balance practices of teachers. Therefore, the null hypothesis is rejected.
5. There is no significant differences on the emotional quotient of teachers when grouped according to age, sex, civil status, and length of service.
6. The researcher came up with an intervention of seminars and workshops, as well as festivals and exhibits, where these can enhance and improve the teachers' emotional intelligence and work-life balance. Indeed, there was a crafted detailed action plan for the intervention that should be followed to achieve the plan.

### Recommendations

Based on the findings, the following recommendations are offered:

1. In order to have a balance workforce, both employer and employee need to be willing to bend a little. Since there are teachers coming from different background, culture, age bracket and social preferences, teachers and school heads should have interactive communication where they can express their thoughts and emotions freely and that they are heard and being listened to by many and they are given consideration, sympathy or given advice if necessary.
2. There should be a clear boundary between work and non-work activities. Teachers are not robots that they can do many things at the same time. They have also a role being played outside their profession, so it is necessary to act like a professional when in school and can separate their work from non - work activities. And through this, time management is necessary to be able to balance different activities by the teacher and they can be able to control and manage their emotions, be able to motivate oneself any time and boost one's self-awareness. A seminar on self-awareness and emotional intelligence can be also beneficial to teachers if exposed to this kind of activity.
3. School heads and teachers should take the initiative and communicate the importance of having a good balance between personal and professional life. Teachers should be in terms of co-worker and supervisor support, work schedule, and work options. Good communications really matter in dealing and handling their responsibilities as educators and as family member.



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- Teachers should focus on effectiveness rather than on length of working hours. Teachers should be aware and be able to apply practices and routines that will help them become organized and well-managed in their work. They can have short working hours with flexibility by using communication technologies and skillful time-management strategies to boost their flow of work. Familiarizes practices that will help them strengthen their emotional intelligence and help them cope with unexpected circumstances. Schools should come up with effective and efficient work life balance policies and program and foster organizational culture that support the use of available policies. This will help reduce the work-life conflict for teachers in their practices.
- Teachers should intensify their emotional quotient by having a set of qualities and competencies which captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Schools should take initiative to improve the emotional intelligence competencies of their employees in the organization and improve individual and organizational performance.
- Schools should provide or come up with workshops on work life balance and providing awareness on how to become emotionally intelligent in the workplace and consequently in other areas of life can be provided by the institution for employees to have a happy and satisfied workforce. There should also an action plan for intervention that should be followed to realize the objective, which is attainment a work life balance while possessing the necessary emotional intelligence.

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