



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Teachers' Emotional Intelligence and their Contextual Performance: Basis for Development Program

Dr. Amal U. Matumadi^{1*}, Dr. Roie M. Ubayubay²

^{1, 2} Cagayan de Oro College-PHINMA School of Graduate and Professional Studies

*Corresponding Author email: amus.matumadi.coc@phinmaed.com

Received: 22 July 2024

Revised: 24 August 2024

Accepted: 27 August 2024

Available Online: 27 August 2024

Volume III (2024), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the level of emotional intelligence and contextual performance among public elementary school teachers.

Methodology: This study used a descriptive, correlational design using surveys to determine the relationship between the variables. This study was conducted at the nine districts of Division of Marawi City with 400 respondents. Universal sampling was employed with the criteria that they are public elementary schools in the Division of Marawi City during the school year 2023-2024.

Results: Findings revealed that emotional intelligence significantly impacts teachers' contextual performance, and has shown significant differences in respondents' characteristics, except for age, sex, and teaching experience. Indeed, there is a strong positive relationship between teachers' emotional intelligence and their contextual performance, with higher educational attainment, related training, and a positive attitude towards emotional intelligence.

Conclusion: There is a strong positive correlation between teachers' emotional intelligence and contextual performance. Moreover, there is a need to improve their social skills and organizational commitment to build stronger relationships with colleagues and parents, and have better overall school outcomes.

Keywords: emotional intelligence, contextual performance

INTRODUCTION

Emotional intelligence is a critical component in fostering a positive learning environment in the evolving educational system of the Marawi City Division. Given the growing recognition of emotional intelligence as a critical component of quality education, it is evident that addressing the emotional intelligence presently possessed by teachers in Marawi City Division is imperative. Thus, it is necessary to assess the teachers' level of emotional intelligence because it has a direct impact on their contextual performance.

One of the many issues plaguing the educational status in Marawi City Division is teachers' emotional intelligence and how it affects their performance as educators. The capacity to identify, comprehend, and regulate both our own and other people's emotions is known as emotional intelligence. This ability is essential for teachers because it helps them to provide a positive learning atmosphere, effectively interact with students, and build stronger bonds with them.

A lot of educators in Marawi City have trouble becoming highly emotionally intelligent and exhibiting it. Their effectiveness as teachers suffers as a result, which affects student engagement, academic progress, and the overall climate of the school. School Heads of Marawi City Division should give professional development initiatives and development programs that will improve teachers' emotional intelligence to address this problem. This would not only raise the standard of instruction overall but also help students develop holistically and create a more welcoming and encouraging learning environment.

Nowadays, Emotional intelligence is a fascinating subject with broad applications. With the support of emotional intelligence, knowledge, and skills, teachers may help their students reach higher levels of accomplishment, job success, leadership, and personal well-being. Teaching requires emotional work, emotional



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

interactions, and emotional understanding, making it an emotionally demanding career. It, therefore demands that teachers become more proficient role models of emotional intelligence (Boybanting & Tantiado, 2023).

Moreover, emotional intelligence plays a critical role in creating a caring, encouraging, and productive learning environment. This includes teachers' ability to recognize and meet their students' emotional needs, as well as their ability to manage their own emotions and show empathy for others (Gkintoni et al., 2023). Emotional intelligence helps teachers face certain situations in which their actions can impact the students' learning and well-being. Also, it helps them deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation (Jumamoy & Fernal, 2021).

Further, the ability of teachers to respond to and utilize emotions intelligently is aided by emotional intelligence. These abilities are just as crucial to success in the workplace and life. Understanding emotions, being conscious of them, and how they affect your behavior and interactions with others can enhance your skills and eventually make you happier and more prosperous. Teachers' capacity to effectively manage the demands and stresses of their environment is influenced by a range of non-cognitive talents, competencies, and skills known as emotional intelligence (Yazon et al. 2019).

Teachers who possess emotional intelligence are better able to cope with change, stress, and ambiguity because they can control their emotions and keep a good attitude. Thus, it is in this context that the researcher sought to assess levels of teachers' emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy, and social skills. Furthermore, the researcher is motivated to gauge the teachers' contextual performance based on enthusiasm, organizational commitment, volunteer tasks, dedication, and effective communication.

Hence, this research aimed to design a development program tailored to the unique needs of the teachers in the Marawi City Division during the School Year 2023-2024. Hence, this program will ultimately contribute to the enhancement of teachers' emotional intelligence and contextual performance which benefits both teachers and students. The findings of this study would serve as a basis for the teachers' development program in Marawi City Division.

As posited by Trad et al. (2021), teachers' demographics have a direct impact on their performance. Teachers who possess high emotional intelligence are typically adept at recognizing and regulating their own emotions as well as those of others. They also know how to use emotion appropriately. Moreover, it demonstrates that educators with high levels of self-awareness are capable of controlling both their own and others' emotions, are empathetic, and possess strong social, emotional, and social competence. As a result, instructors with high emotional intelligence are also said to be less anxious about unclear information when teaching and less anxious about information conflicts at work. Because they can adjust to changing classroom situations and are aware of both their own and their students' strengths and shortcomings, instructors with high Emotional Intelligence levels are also predicted to teach more effectively.

High Emotional Intelligence (EI) is a crucial skill for teachers, enabling them to assess and manage their emotions effectively. Except for civil status, there is no significant difference in the respondents' emotional intelligence when grouped according to age, sex, position, grade level taught, teaching experience, family monthly income, related training and seminars attended, and attitude towards emotional intelligence. Future studies should explore other demographic profiles, such as socio-economic status, and investigate other factors that may affect teachers' emotional intelligence (Jumamoy and Fernal, 2021).

In a study by Maddocks (2023), attitudes are crucial for integrated models of emotional intelligence (EI) and emotional efficacies. Attitudes, which are closely related to emotion, cognition, and behavior, play a significant role as potential precursors of emotional intelligence and emotional efficacies. Incorporating attitudes into integrated models can address concerns with existing approaches, such as a dual-processing model, where explicit and implicit attitudes underpin conscious and automated processing of EI/EE. However, empirical testing of the relationship between attitude, EI, and EE is still needed.

According to Kuswanto et al. (2023), for teachers to become more emotionally competent, they must have an attitude toward their work. Through the lens of attitudes, positive and negative emotions are associated with items. Teachers have positive attitudes toward things they believe to be important, and they will have negative attitudes toward things they believe to be harmful or unimportant. This attitude then drives and supports several interconnected acts. Since teachers believe that emotional competencies like emotional regulation, upholding a high sense of self-worth, responsiveness, and ego control are critical to enhancing their performance, the study's findings also support the hypothesis that there is a positive and significant relationship between emotional competency and teacher performance. In other words, emotional competency has a significant impact on the pandemic of teacher performance.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

A study by Donker et al. (2020) showed a moderating influence of implicit attitudes toward emotion regulation on the relationship between teachers' typical usage of emotion management tactics and their level of emotional tiredness. This suggests that when using expressive suppression strategies which is common in educational settings due to display rules for teachers having an implicitly positive attitude toward emotion regulation (as opposed to emotion expression) may help to attenuate emotional exhaustion. These kinds of studies can help teacher educators understand how to better support teachers in professional development courses or better prepare them for the emotional labor of teaching.

According to recent research by Cakirpaloglu et al. (2023), it is imperative to underscore that the study and examination of emotional intelligence continue to be a significant area of focus, particularly in the realm of education, given that all personality traits and abilities impact human conduct and output, with educational institutions being no exception.

Todmal et al. (2023) claim that emotional intelligence is crucial for the development of positive teacher-student connections, the improvement of instructional delivery, and the promotion of an ideal classroom environment. Higher emotional intelligence teachers frequently foster inclusive and encouraging learning environments, efficiently control disruptive behavior, and show empathy for their pupils' emotional needs. The study's conclusions have a big impact on initiatives for professional development, teacher preparation programs, and school policy.

Propelita and Voinea (2023) concluded that In educational settings, emotional intelligence is particularly important for teachers and students. Teachers who can recognize and respond to students' emotions can create a positive and supportive learning environment, which can lead to better academic outcomes. Emotionally intelligent teachers can manage stress better, form positive relationships with students and colleagues, and make responsible decisions.

Further, in the recent local study by Maisog (2023) showed that there is a strong positive link between teaching effectiveness and the emotional competence variables of self-awareness, self-regulation, self-motivation, empathy, and social skills. Conversely, it was shown that there was a negative association between teaching performance and stress levels. The variables that can most accurately predict teaching performance are self-awareness, self-regulation, self-motivation, empathy, social skills, and stress level. This is because the findings indicate that the linear relationship between these variables and teaching performance can explain variation in the latter. Hence, as the self-awareness, self-regulation, self-motivation, empathy, and social skills of the teacher increase, the teaching performance will also increase.

Additionally, Kgosiemang and Khoza (2022) found that to improve teaching performance, primary school teachers in Botswana's Southeast Region need to have emotional intelligence skills. According to the study, poor emotional intelligence has an impact on teacher performance in the classroom, which may have an impact on students as well. The results of the study demonstrate that EI training can enhance teachers' perceptions of their teaching methods in primary schools. To use suitable methods of supporting students to help them feel better when they are depressed, instructors also need to possess emotional intelligence abilities. The results of the study show that instructors' emotional intelligence and academic achievement are related, and that emotional intelligence training is a useful tool for improving teachers' emotional intelligence.

As posited by Khassawneh et al. (2022), there is a connection between nearly all facets of functioning in the academic sector and emotional intelligence. Knowledge, abilities, and an optimistic outlook are just a few of the attributes that a successful educator has to have, but success requires more than these attributes. That being said, there is yet another factor that influences how well these skills are used. Efficacy is determined by adding together these variables. By influencing a teacher's knowledge, skills, and perspective all of which contribute to a successful educator, the Emotional Intelligence competencies assist in closing this gap.

Additionally, different research by Su et al. (2022) found that teachers' attitudes and practices around teaching for creativity are greatly influenced by their emotional intelligence. Thus, programs designed to raise teachers' emotional intelligence may help foster teaching for creativity. It is anticipated that the study's findings will help educators and instructional designers foster better teaching practices, increase teachers' positive feelings, improve their well-being, and foster students' creativity.

In a study by Pelino (2022), teachers who demonstrate a very high extent of emotional competence in terms of self-awareness, self-regulation, and self-motivation are more likely to accomplish their tasks more effectively because they are aware of when they can work independently and when they need assistance from others to be effective in the teaching and learning process. As a result, these competencies enabled the instructors to be firm and resilient in their work, as well as to deal with the variety of individuals and settings they encounter every day. In

495



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

addition, instructors who possess emotional competence are more effective in addressing the growing challenges of guiding students toward higher standards for learning and personal and professional development.

As posited by Widodo (2024), performance can be seen from a contextual perspective, which is behavior that positively contributes to organizational effectiveness by providing working conditions and an environment conducive to achieving task performance. It refers to extra behavior not included in the employee's job description. However, it benefits the organization including organizational citizenship and prosocial behavior. Accordingly, contextual performance is often called voluntary behavior that benefits the organization. This includes several behaviors, such as enthusiasm for completing task activities successfully, not doing a formal job, helping and cooperating with colleagues, following organizational rules and procedures, and supporting organizational goals. It is crucial for organizations, including teacher contextual performance for school organizations. Therefore, researchers and practitioners can consider these new findings to develop teachers' contextual performance in the future.

Another study by Li and Phromphitakkul (2023) reveal that job support and value recognition have a significant impact on teacher contextual performance. High effective commitment indicates teachers' feelings for private universities and improves their contextual performance. Emotional commitment, particularly caring for interests, has a mediating effect on teacher contextual performance. In suitable conditions, emotional commitment enhances teacher contextual performance by persisting with enthusiasm, exerting extra effort, volunteering, and endorsing organizational objectives. This research supports the importance of job support and value recognition in enhancing teacher performance.

Further, with a majority at the average level of contextual performance (CP). This indicates that most teachers are emotionally intelligent and have a strong understanding of their roles and responsibilities. Additionally, the study indicates that most teachers have a good understanding of their students' needs and expectations, which is crucial for effective teaching and learning.

Objectives

Generally, this study determined the level of emotional intelligence and contextual performance among teachers in the Division of Marawi City for the School Year 2023-2024.

Specifically, it sought to answer the following research questions:

1. How are the respondents' characteristics distributed in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 teaching experience
 - 1.4 highest educational attainment
 - 1.5 related training/seminars attended on emotional intelligence; and
 - 1.6 attitude toward emotional intelligence?
2. To what level are the teachers' emotional intelligence in terms of:
 - 2.1 self-awareness
 - 2.2 self-regulation
 - 2.3 self-motivation
 - 2.4 empathy;
 - 2.5 and social skills?
3. What is the level of teachers' contextual performance based on:
 - 3.1 enthusiasm
 - 3.2 organizational commitment
 - 3.3 volunteer tasks
 - 3.4 dedication; and
 - 3.5 effective communication?
4. Is there a significant difference in teachers' emotional intelligence and contextual performance when grouped according to their characteristics?
5. Is there a significant relationship between teachers' emotional intelligence and contextual performance and each of their characteristics?
6. Based on the study findings, what development program on teachers' emotional intelligence and contextual performance can be designed?



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Hypothesis

Problems 1, 2, 3, and 6 were hypotheses-free. Based on Problems 4 and 5, the following null hypotheses were formulated and tested at a 0.05 level of significance.

Hypothesis 1. There is no significant difference in teachers' emotional intelligence and contextual performance when grouped according to their characteristics.

Hypothesis 2. There is no significant relationship between the levels of teachers' emotional intelligence and contextual performance, and each of their characteristics.

Theoretical Framework

This study is anchored on the premise of Goleman's Theory on Emotional Intelligence as adapted by the study of Boybanting and Tantiado (2023). This theory explains the capacities for perceiving emotions, generating and accessing emotions to support cognition, comprehending emotions and emotional knowledge, and reflectively regulating emotions to foster both intellectual and emotional development. The five essential elements of emotional intelligence are self-awareness, self-regulation, self-motivation, empathy, and social skills.

Robres et al. (2023) cited that Goleman argued for the introduction of emotional intelligence teaching in schools as a means to improve academic performance and reduce school failure. This relationship must therefore, be regarded as a research priority. Emotional skills are understood as a key variable for academic performance. Way back then, Goleman developed an emotional intelligence-based theory of performance that includes capabilities for individual worker growth as well as a set of rules for efficacy. He says emotional intelligence is the capacity to recognize and regulate our emotions and moods, and that this capacity contributes to the development of strong, convincing leaders. In addition, he developed five dimensions of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy, and social skills.

Further, Jimenez and Galicia (2023) also utilized in their study the concept of Daniel Goleman's Emotional intelligence theory which states that leaders attain objectivity via self-awareness, which creates productive, motivated, and egalitarian workplaces. Self-awareness, self-regulation, motivation, empathy, and social skills are the five components of emotional intelligence theory. Emotional intelligence can be studied and employed to achieve goals and objectives while also creating a happier and healthier workplace atmosphere.

Bru-Luna et al. (2021) cited that Goleman argued for the emphasis that a high level of emotional intelligence had certain skills related to the evaluation and regulation of emotions. Consequently, they, would be able to regulate emotions in themselves and others to achieve a variety of adaptive outcomes. This construct has received increasing attention from both the scientific community and the general public due to its theoretical and practical implications for daily life.

As cited by Bower et al. (2019), Emotional Intelligence Theory asserts that while intelligence, toughness, determination, and vision are necessary for success, they are not sufficient on their own. Emotional intelligence encompasses self-awareness, motivation, self-regulation, empathy, and social skills, and it is possessed by leaders who demonstrate long-term effectiveness. Nevertheless, it is crucial to understand that Goleman's attempt to provide more context for this phenomenon does not aim to minimize cognitive intelligence; rather, it seeks to highlight the significance of an individual's inner qualities and organizational performance.

METHODS

Research Design

This study used a descriptive, correlational design using surveys to determine the relationship between the level of teachers' emotional intelligence and their contextual performance.

Population and Sampling

This study was conducted at the nine districts of Division of Marawi City with 400 respondents. Universal sampling was employed with the criteria that they are public elementary school teachers during the school year 2023-2024.

Instrument

Survey questionnaire was used to collect the necessary data in this study. Said instrument was validated by experts in the field.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

The following statistical tools were used in the analysis and interpretation of data. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to answer problem 1 and to describe the variables in this study. For Problems 2 and 3, mean and standard deviation was utilized. For Problem 4 on the significant difference in the levels of respondents' emotional intelligence and contextual performance when grouped according to characteristics, the T-test was employed and for Problem 5 on the significant relationship between the emotional intelligence and contextual performance and each of their characteristics, Pearson Product Moment of Correlation (r) was used.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

The majority of respondents were women aged 41-50 years, predominantly having 6-11 years of teaching experience. These respondents are mostly Bachelor's Degree graduates, as they face potential challenges in pursuing their further studies. Most of the respondents have attended related training/seminars on emotional intelligence mostly at District/School levels. Having enough exposure to related training and seminars at their schools, these teachers have a very positive attitude toward emotional intelligence and strongly agree on viewing a positive attitude towards having an engaging classroom environment and managing emotions within school premises. They are open to considering various perspectives from others, either from colleagues or students, fostering a culture of acceptance.

Generally, the teachers self-reported that there is observed level of emotional intelligence among them. This indicates that teachers are preventing and managing behavioral issues within school premises, which leads to a more conducive learning atmosphere. As assessed by respondents, they show great empathy to others, which helps them to understand students' emotions, contributing to a supportive and collaborative school community. As observed, having empathy enables them to feel and comprehend others' feelings and contributes to addressing others' distress. This further suggests that teachers with higher emotional intelligence levels are more adept at showing empathy or comprehending others' feelings and perspectives, thus fostering empathetic responses.

Furthermore, the teachers self-reported that there is also observed level in their contextual performance. This denotes that teachers prioritize effective communication among themselves to have effective interactions with students, parents, colleagues, and school heads. This implies that respondents ensure to convey information, provide feedback, and collaborate with others, leading to a successful learning environment. As assessed by respondents, they communicate effectively to explain complex concepts in a way their students can understand, engage parents in their student's education, and work collaboratively with colleagues to plan lessons and activities. This means that effective communication among teachers enables collaboration and teamwork, leading to the sharing of best practices, resources, and expertise. By improving communication skills, teachers are better equipped to support student learning, build stronger relationships with colleagues and parents, and contribute to the overall improvement of their school, fostering a better contextual performance.

Notably, there is a significant correlation between the levels of emotional intelligence and teachers' contextual performance when grouped according to their characteristics. Respondents' highest educational attainment, related training/seminars attended on emotional intelligence, and positive attitude towards emotional intelligence have shown significant findings on the levels of teachers' emotional intelligence and contextual performance. This means that teachers with higher education levels have been exposed to coursework, research, and concepts on emotional intelligence and practical experiences that emphasize emotional intelligence applications. In turn, this enhances teachers' ability to practice emotional intelligence in their classroom interactions and student relationships, leading to the enhancement of their enthusiasm and commitment to do their job with dedication and engagement.

Moreover, their participation in related training and seminars enables them to gain valuable insights, strategies, and techniques for improving their emotional intelligence and applying them effectively in their teaching practice, which leads to the development of new skills and perspectives that boost their contextual performance. Lastly, having a positive attitude towards emotional intelligence propels teachers to actively engage in activities that

498



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

foster emotional development; thus, their showing of value to emotional intelligence fosters positive student-teacher relationships and invests time and effort into enhancing emotional intelligence competencies. In turn, this enables teachers to have a sense of enthusiasm and commitment to service, engagement, dedication to work, and effective communication.

In addition, there is a strong significant positive relationship between the levels of emotional intelligence and teachers' contextual performance. The higher the self-awareness, self-regulation, self-motivation, empathy, and social skills are, the higher the enthusiasm, organizational commitment, dedication, volunteer tasks and effective communication are. As assessed by respondents, highly emotionally intelligent teachers take additional voluntary responsibilities beyond their regular duties, are more dedicated to their students and colleagues, and are able to deliver services enthusiastically. Also, the highest educational attainment, related training/seminars attended on emotional intelligence, and positive attitude towards emotional intelligence showed a strong positive relationship with the respondents' emotional intelligence and contextual performance. This implies that teachers with higher levels of education, attendance to related training/seminars, and positive attitude towards emotional intelligence tend to exhibit greater enthusiasm, better commitment to their organization, engage more in voluntary activities, show dedication to work, and demonstrate better communication skills within the educational setting.

Level of Teachers' Emotional Intelligence

Table 1

Respondents' Emotional Intelligence

Variables	Mean	SD	Interpretation
Self-Awareness	3.27	0.69	Highly Observed
Self-Regulation	3.26	0.63	Highly Observed
Self-Motivation	3.23	0.64	Observed
Empathy	3.33	0.58	Highly Observed
Social Skills	2.83	0.86	Observed
Overall	3.18	0.68	Observed

Legend: 3.26-4.00 At all Times / Highly Observed 1.76-2.50 Sometimes/Less Observed
2.51-3.25 Most of the Time/Observed 1.00-1.75 Never/ Not Observed

Table 1 shows the respondents' **emotional intelligence** with an overall mean of 3.18 (SD=0.68) and interpreted as **Observed**. This means that teachers are actively preventing and managing behavioral issues, resulting in a more conducive learning environment. Teachers with high emotional intelligence are better at establishing strong, positive relationships with their students. These relationships, grounded in trust, empathy, and open communication, are essential for student engagement and motivation. This implies that emotional intelligence enhances teachers' communication skills, enabling them to convey information clearly and respond empathetically to students' concerns. This highlights the role of emotional intelligence in helping teachers communicate more effectively with their students.

According to Jimenez (2020), teachers with high emotional intelligence are better able to convey information clearly and adapt their communication style to suit their students' needs and understanding levels. When students feel understood and supported by their teachers, they tend to engage more actively and excel academically. This perspective encourages constructive feedback, recognizes effort and improvement, and aids students in overcoming challenges. Such an approach helps students build resilience and cultivate a positive outlook on learning.

The variable on **empathy** obtained the highest overall mean rating of 3.33 (SD=0.58) and was interpreted as **Highly Observed**. This means that respondents highly prioritize and enhance empathy among others either with



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

students or colleagues, effectively addressing their emotional needs. The high mean score indicates a strong consensus among respondents regarding the importance and impact of empathy on their emotional intelligence. As perceived, the high mean reflects that empathy is the most impactful for teachers. It allows them to connect with students emotionally, understand their perspectives, and tailor support to meet their needs. This implies that observation of empathy among respondents underscores its crucial role in creating a positive and effective educational environment. As observed by respondents, empathy enhances student-teacher relationships, fosters student engagement, and promotes a safe and inclusive classroom atmosphere. Empathy also fosters students' emotional and social growth, enhances conflict resolution, and promotes a growth mindset. By consistently cultivating and applying empathy in their interactions, teachers can greatly influence their students' well-being and success, while also contributing to a supportive and collaborative school environment. In the workplace, empathy—the ability to understand and share others' feelings—along with communication satisfaction and the perception of effective communication, are key factors that can impact nurses' job well-being.

According to Li et al. (2021), understanding the role of emotional intelligence, empathy, and communication satisfaction in promoting job well-being among clinical nurses can inform strategies for enhancing nursing practice and organizational support. By promoting emotional intelligence development and fostering a supportive communication environment, healthcare organizations can potentially improve nurses' job satisfaction, retention, and overall well-being, ultimately leading to better patient care outcomes.

However, the variable on **social skills** got the lowest overall mean rating of 2.83 (SD=0.86) and was interpreted as **Observed**. This means that potential opportunities for enhancing social skills in emotional intelligence. Despite the positive interpretation, there may still be areas where social skills can be improved to meet the needs for building relationships with others. Although the revealed low mean rating was interpreted as highly observed, respondents still report low mean of social skills among themselves. As observed, to improve social skills among teachers, schools should provide training and support by Incorporating social skills training into teacher preparation programs and professional development opportunities. In addition, It fosters a positive school culture by encouraging open communication and respect among teachers to promote a positive school environment. Moreover, collaborative structures should be encouraged by implementing structures that encourage teamwork and collaboration among teachers, such as peer coaching or mentorship programs.

This implies that while social skills are crucial for effective teaching and student learning, they have important implications for the educational environment and underscore the need for targeted interventions. This further implies that enhancing social skills among teachers is essential, as these abilities are crucial for effective classroom management, building strong relationships, fostering an inclusive atmosphere, and improving overall student outcomes.

According to Šifrar et al. (2020), there is a need to emphasize the importance of developing social skills through professional development and supportive practices. By doing so, schools can help teachers enhance their interactions with students, colleagues, and the broader school community. Strengthening these skills will create a more dynamic, supportive, and effective educational environment, benefiting both teachers and students. Competitive dancing requires strong coordination, communication, and synchronization between partners, making it an ideal context for studying the interaction of personality traits, emotional intelligence, and social skills.

Level of Teachers' Contextual Performance

Table 2
Respondents' Contextual Performance

Variables	Mean	SD	Interpretation
Enthusiasm	3.00	0.86	Observed
Organizational Commitment	2.99	0.79	Observed
Volunteer Task	3.01	0.82	Observed



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Dedication	3.04	0.80	Observed
Effective Communication	3.07	0.79	Observed
Overall	3.02	0.811	Observed

Legend: 3.26-4.00 At all Times / Highly Observed 1.76-2.50 Sometimes/Less Observed
 2.51-3.25 Most of the Time/Observed 1.00-1.75 Never/ Not Observed

Table 2 shows the summary distribution of the respondents' **contextual performance** with an overall mean of **3.02 (SD=0.811)** described as **Most of the Time** and was interpreted as **Observed**. This means that there is a positive outlook on teachers' contextual performance, indicating a shared recognition of the importance and benefits of working enthusiastically, showing dedication to work, engaging with voluntary tasks, and facilitating effective communication. As observed, teachers' practices include engaging teaching methods, differentiated instruction to address diverse student needs, and the integration of technology to enrich learning experiences. This implies that high contextual performance indicates that respondents are likely to implement even more effective instructional practices in the classroom.

According to Smith and Brown (2019), observation of high contextual performance among teacher-respondents indicates a positive and effective teaching environment characterized by engaged students, competent educators, collaborative practices, and a commitment to continuous improvement. This bodes well for the overall quality of education and student success within the educational setting. Analysis underscores the importance of monitoring employees' contextual performance, which encompasses behaviors that enhance the work environment's effectiveness beyond formal job duties. By systematically observing these behaviors, organizations can identify and acknowledge employees who consistently exhibit qualities like teamwork, initiative, and proactive problem-solving.

On the other hand, the variable on **effective communication** obtained the highest overall mean rating of 3.07 (SD=0.79) with an interpretation of **Observed**. This means that teachers have strong communication skills that enable them to engage and interact with their students effectively. As perceived by respondents, teachers use email, messaging apps, learning management systems, and social media to disseminate information, facilitate collaboration, and engage with students, parents, and colleagues in virtual spaces. This implies that effective communication facilitates collaboration and teamwork among teachers, administrators, and support staff. Teachers engage in open and transparent communication, exchange ideas and resources, and collaborate to achieve shared goals, promoting a culture of shared responsibility and collective success. Effective communication among teachers facilitates teamwork and collaboration, leading to the exchange of best practices, resources, and expertise. According to Johnson and Smith (2019), by enhancing teachers' communication skills, they are better positioned to support student learning, strengthen relationships with colleagues and parents, and contribute to the overall improvement of their school, thereby boosting contextual performance. Effective communication facilitates collaboration, information sharing, and coordination among team members, leading to enhanced contextual performance and overall organizational effectiveness.

The variable on **organizational commitment** got the lowest overall mean rating of 2.99 (SD=0.79) and was interpreted as **Observed**. This means a potential gap or limitation in the organizational commitment among the respondents. As observed, this may indicate challenges such as a lack of responsibility for their work and weak relationships with others. Despite the positive interpretation, there is still a need to enhance organizational commitment among themselves. This implies that teachers who exhibit integrity, transparency, and empathy inspire trust and confidence within their teams, motivating others to align their goals and efforts with those of the organization and nurturing a culture of commitment and accountability. It also implies that dedicated employees provide exceptional service, cultivate strong customer relationships, and serve as brand ambassadors for the organization, thereby enhancing its reputation and competitiveness in the marketplace.

According to Garcia and Martinez (2019), having strong organizational commitment demonstrate a strong sense of ownership and responsibility for their work, collaboration with colleagues, and positive contribution to the organizational culture. Through surveys and performance evaluations, they discovered that employees with a strong sense of commitment to their organization consistently demonstrated higher levels of contextual performance. This commitment fostered a sense of ownership and dedication, motivating employees to go above and beyond their formal job duties to contribute to the overall success of the organization.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Test of Difference in Teachers' Emotional Intelligence when grouped according to their characteristics

Table 3
Differences in Teachers' Emotional Intelligence when grouped according to their characteristics

Respondents' Characteristics	Emotional Intelligence Indicators					OVERALL T-value p-value
	Self-awareness T-value p-value	Self-regulation T-value p-value	Self-motivation T-value p-value	Empathy T-value p-value	Social skills T-value p-value	
Age	0.98 0.329 NS	1.03 0.304 NS	0.55 0.585 NS	0.32 0.746 NS	0.48 0.632 NS	0.88 0.377 NS
Sex	-1.11 0.270 NS	-1.69 0.091 NS	-0.01 0.991 NS	0.28 0.780 NS	-0.75 0.454 NS	-0.80 0.424 NS
Teaching Experience	-1.18 0.237 NS	-0.74 0.457 NS	-0.67 0.501 NS	-0.29 0.768 NS	-0.64 0.522 NS	-0.95 0.341 NS
Highest Educational Attainment	-3.43 0.001* S	2.01 0.045* S	-0.15 0.881 NS	-0.05 0.958 NS	0.70 0.484 NS	-0.04 0.964 NS
Related Training/ Seminars Attended on Emotional Intelligence	-3.61 0.001* S	-4.02 0.001* S	-1.10 0.271 NS	-0.90 0.366 NS	-3.05 0.002* S	-3.36 0.001* S
Attitude towards Emotional Intelligence	21.82 0.001* S	19.00 0.001* S	10.82 0.001* S	10.92 0.001* S	17.84 0.001* S	21.89 0.001* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 3 shows the test of differences in teachers' **emotional intelligence when grouped according to their characteristics**. The overall result shows that the **teachers' related training/seminars attended on emotional intelligence** as well as their **attitude towards emotional intelligence** showed a **significant correlation** on their emotional intelligence as indicated by the **T-value and probability value less than 0.05 alpha level** which led to the **rejection of the null hypothesis**. This means that the respondent's attendance at training or seminars on emotional intelligence, along with their attitude towards it, impacts their level of emotional intelligence. As observed, such training and seminars often enhance self-awareness by helping teachers gain a deeper understanding of their own emotions, thoughts, and behaviors. This implies that increased self-awareness, in turn, improves self-regulation by teaching strategies to manage emotions, reduce stress and anxiety, and boost overall well-being. Furthermore, According to Khan et al. (2021), emotional intelligence-trained teachers demonstrate better social skills as they are equipped with skills to resolve conflicts with students and colleagues constructively and respectfully.

Furthermore, this means that while frequently related training is essential, it must be complemented by focused efforts to enhance emotional well-being and emotional intelligence. This implies the importance of



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

incorporating emotional intelligence training into professional development programs to address these specific areas. A holistic approach is essential for developing more effective and emotionally resilient educators, which in turn benefits the broader educational ecosystem. Furthermore, teachers who maintain positive attitudes toward emotional intelligence are more likely to recognize and understand their own emotions, which is crucial for self-awareness. A study by Khan et al. (2021) found that teachers who perceived Emotional Intelligence as highly important reported higher levels of self-awareness, which in turn was positively correlated with better job performance. Also, a positive attitude towards Emotional Intelligence enables teachers to regulate their emotions effectively, which is critical for maintaining a calm and composed demeanor in the classroom.

In a research by Hogan and Harter (2021), they found that teachers who viewed EI as important were better able to regulate their emotions, which in turn led to improved student engagement and achievement. Teachers with a positive attitude towards EI are more motivated to develop their own EI skills. Those who recognize the significance of EI tend to be highly self-motivated and are also more likely to empathize with their students' emotions, which is crucial for fostering strong teacher-student relationships. Moreover, teachers who perceived EI positively were reported to have higher levels of social skills, which in turn were positively correlated with their job satisfaction and student outcomes.

On the other hand, the respondents' **highest educational attainment** showed a **significant correlation** between **self-awareness and self-regulation**, but not with the overall respondents' emotional intelligence. This means that the respondents' highest level of educational attainment impacts their emotional intelligence primarily in the areas of self-awareness and self-regulation. This implies that higher educational attainment is linked to greater self-awareness, as individuals with advanced education are more likely to have honed critical thinking and problem-solving skills, allowing them to better recognize and understand their own emotions and behaviors. Additionally, higher educational attainment is associated with enhanced self-regulation, as these individuals are more likely to have developed skills in time management, organization, and goal-setting (Klassen and Durksen, 2021). However, While higher educational attainment may provide opportunities for personal growth and development, socialization and interaction with diverse individuals, and communication training, it is not a direct determinant of self-motivation, empathy, and social skills.

Moreover, **age, sex, and teaching experience** were **not significant** on the levels of emotional intelligence. This means that age, sex, and teaching experience did not have significant correlations on a teacher's level of emotional intelligence. As perceived by respondents, emotional intelligence is not influenced by external factors like age, sex, or teaching experience, but rather is an inherent trait or developed through other means, such as education, training, or personal experiences. As observed, training programs focusing on enhancing teachers' emotional intelligence could be highly beneficial. This implies that emotional intelligence is a complex trait that is influenced by a range of factors beyond demographics such as age, sex, and teaching experience. Instead, emotional intelligence may be shaped by other factors. According to Korkmaz and Uysal (2022), age was not a significant predictor of emotional intelligence. This indicates that teachers, regardless of their career stage, demonstrated similar levels of emotional intelligence. The finding suggests that emotional intelligence is not necessarily linked to life experience or age as might be expected. Instead, factors such as personality traits, socialization, and situational influences may play a more significant role in shaping an individual's emotional intelligence.

Similarly, a study by Koyuncu et al. (2022) aimed to investigate the relationship between sex and emotional intelligence among teachers. The findings revealed that sex was not a significant predictor of emotional intelligence, indicating that emotional intelligence is not inherently tied to gender. This suggests that emotional intelligence is a multifaceted trait influenced by various factors beyond biological sex, including personality, socialization experiences, and situational contexts. This finding has significant implications for teacher education and training programs, emphasizing the need to focus on developing emotional intelligence skills regardless of gender. By recognizing that emotional intelligence is not solely determined by gender, educators can design more inclusive and effective training programs that address the diverse needs of teachers irrespective of their sex.

Another study by Ercan and Özgen (2022). found that teaching experience, as measured by the number of years spent teaching, did not significantly impact a teacher's emotional intelligence. This challenges the common assumption that emotional intelligence is developed over time through experience and instead suggests that it may be more related to individual personality traits or training. The lack of a significant relationship between teaching experience and emotional intelligence implies that even teachers with limited experience can possess high levels of emotional intelligence, and vice versa. Furthermore, this finding suggests that teacher education programs may need



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

to focus more on developing emotional intelligence through explicit training rather than relying solely on experiential learning.

Table 4
Difference in Teachers' Contextual Performance when Grouped According to their Characteristics

Respondent's Characteristics	Teachers' Contextual Performance					OVERALL T-value p-value
	Enthusiasm T-value p-value	Organizational Commitment T-value p-value	Volunteer Tasks T-value p-value	Dedication T-value p-value	Effective Communication T-value p-value	
Age	0.33 0.741 NS	0.30 0.763 NS	0.83 0.409 NS	0.74 0.458 NS	-0.85 0.396 NS	0.31 0.759 NS
Sex	-1.10 0.271 NS	-1.13 0.260 NS	-0.36 0.722 NS	-0.88 0.378 NS	-1.43 0.153 NS	-1.10 0.273 NS
Teaching Experience	-0.56 0.579 NS	-0.12 0.905 NS	-0.71 0.475 NS	-0.86 0.388 NS	1.02 0.307 NS	0.28 0.781 NS
Highest Educational Attainment	-1.44 0.150 NS	2.00 0.046* S	0.76 0.445 NS	-0.61 0.541 NS	0.19 0.848 NS	0.23 0.816 NS
Related Training/Seminars Attended on Emotional Intelligence	-0.91 0.361 NS	-3.43 0.001* S	-2.74 0.006* S	-1.82 0.069 NS	-2.82 0.005* S	-2.64 0.009* S
Attitude towards Emotional Intelligence	21.31 0.001* S	18.18 0.001* S	21.02 0.001* S	21.49 0.001* S	20.45 0.001* S	22.88 0.001* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 4 shows the test of difference in teachers' **contextual performance when grouped according to their characteristics**. The overall result shows that the **respondent's related training/seminars attended on emotional intelligence** as well as their **attitude towards emotional intelligence** showed **significant correlations** on their contextual performance as indicated by the T-value and probability value less than 0.05 alpha level, alpha level which led to the **rejection of the null hypothesis**. This means that the respondent's attendance at training or seminars on emotional intelligence, along with their attitude towards it, influences their level of contextual performance. As perceived by respondents, teachers who have development training opportunities related to emotional intelligence tend to exhibit greater passion and commitment to service. This implies that participating in emotional intelligence training or seminars can positively affect a teacher's contextual performance, particularly in areas such as organizational commitment, willingness to take on additional tasks, and effective communication. According to Eagly and Johnson (2020), investing in emotional intelligence training can be an effective strategy for organizations to improve teacher performance and job satisfaction, ultimately leading to better outcomes for students and schools.

Related Training/Seminars attended on emotional intelligence tend to improve organizational commitment. A study by Wong et al. (2020) found that teachers who participated in emotional intelligence training programs reported higher levels of organizational commitment, characterized by a strong sense of loyalty and dedication to the



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

school and its mission. Additionally, such training has been shown to enhance participation in volunteer tasks, which are often essential for teacher effectiveness and student success. Teachers who underwent emotional intelligence training were more likely to engage in volunteer activities and assume leadership roles, thereby fostering a stronger sense of community and improving student outcomes. Moreover, emotional intelligence training has been demonstrated to enhance communication skills, which are crucial for effective teaching and learning.

A study by Goleman (2020) found that teachers who have related training/seminars on emotional intelligence have improved communication skills, including active listening, empathy, and conflict resolution. The evidence indicates that training or seminars on emotional intelligence can positively influence a teacher's contextual performance, resulting in greater organizational commitment, better handling of volunteer tasks, and improved communication effectiveness.

In addition, findings show that respondents' positive attitude towards emotional intelligence (EI) has a significant impact on their contextual performance based on enthusiasm, organizational commitment, volunteer tasks, dedication, and effective communication. Teachers with a positive attitude towards Emotional Intelligence were more likely to show enthusiasm and passion for their work, which in turn led to better student outcomes. Additionally, it often resulted in greater organizational commitment, which is associated with higher job satisfaction and lower turnover intentions. Furthermore, teachers who regard emotional intelligence as highly important are more likely to participate in volunteer activities and demonstrate strong dedication to their work. Moreover, research by Li et al. (2021) found that teachers with a positive attitude toward Emotional Intelligence are reported to have better communication skills, including active listening, empathy, and conflict resolution, which were linked to improved student outcomes.

On the other hand, the **respondent's highest educational attainment** showed a **significant correlation** with their contextual performance only in terms of **organizational commitment** but not significantly in terms of enthusiasm, dedication, volunteer tasks, and effective communication. This implies that the respondent's highest educational attainment affects their level of contextual performance only in terms of organizational commitment. This suggests that the level of education a teacher has completed affects their sense of commitment to their organization. Specifically, teachers with higher educational attainment often exhibit a stronger sense of commitment. This may be due to their greater investment in their role and increased confidence in their abilities, which fosters a higher sense of responsibility and dedication to the organization. Consequently, organizations might benefit from focusing on recruiting and retaining highly educated teachers, as they are more likely to show strong organizational commitment. However, while higher educational attainment may enhance skills and knowledge related to organizational commitment, it does not necessarily impact other aspects of contextual performance.

Enthusiasm, volunteer tasks, dedication, and effective communication are more related to emotional and behavioral constructs. Enthusiasm is an affective state characterized by excitement, passion, and motivation. Volunteer tasks are often driven by personal values and motivations rather than solely by educational attainment. Dedication is a behavioral construct that reflects an individual's willingness to go above and beyond their job requirements. Effective communication is a complex skill that involves both cognitive and social components. In this context, the highest educational attainment may not have a significant effect on these, because they are more influenced by other certain factors.

Moreover, **age, sex, and teaching experience** were **not significant** on the levels of teachers' contextual performance. This means that these variables and contextual performance are complex and influenced by various factors. According to the respondents, implementing team-building activities and workshops that feature role-playing scenarios and other hands-on approaches helps bridge the gap between theory and practice, enabling teachers to develop greater passion and commitment to their organization. This implies that workshops offer a collaborative space for teachers to share experiences, build trust, and foster a sense of community, which can enhance job satisfaction and reduce turnover. Role-playing scenarios also help teachers gain confidence in managing challenging situations and conflicts, leading to better relationships with colleagues and students. By promoting a culture of teamwork and emotional intelligence, organizations can create a supportive work environment that benefits both teachers and students.

Goe et al. (2022) found that age and sex are not significant predictors of teachers' performance. This suggests that other factors may be more important in determining their performance. Also, teaching experience may not necessarily translate to improved contextual performance.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

A study by Guskey and Pigott (2022) found that teaching experience does not necessarily lead to improved teaching performance. This suggests that other factors beyond age, sex, and teaching experience may be more influential in determining teachers' contextual performance.

Relationship between Teachers' Emotional Intelligence and their Contextual Performance

Table 5

Relationship between Teachers' Emotional Intelligence and their Contextual Performance

Emotional Intelligence	Contextual Performance					
	Enthusiasm <i>r-value</i> <i>p-value</i>	Organizational Commitment <i>r-value</i> <i>p-value</i>	Volunteer Tasks <i>r-value</i> <i>p-value</i>	Dedication <i>r-value</i> <i>p-value</i>	Effective Communication <i>r-value</i> <i>p-value</i>	OVERALL <i>r-value</i> <i>p-value</i>
Self-Awareness	0.856 (SPR)	0.793 (SPR)	0.845 (SPR)	0.848 (SPR)	0.841 (SPR)	0.858 (SPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Self-Regulation	0.860 (SPR)	0.844 (SPR)	0.861 (SPR)	0.846 (SPR)	0.867 (SPR)	0.877 (SPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Self-Motivation	0.791 (SPR)	0.767 (SPR)	0.778 (SPR)	0.757 (SPR)	0.756 (SPR)	0.790 (SPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Empathy	0.771 (SPR)	0.760 (SPR)	0.763 (SPR)	0.739 (SPR)	0.734 (SPR)	0.772 (SPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Social Skills	0.944 (SPR)	0.922 (SPR)	0.927 (SPR)	0.913 (SPR)	0.908 (SPR)	0.946 (SPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S

Legend: *significant at $p < 0.05$ alpha level S – significant

NS – not significant

Table 5 shows the test of the relationship between teachers' **emotional intelligence and their contextual performance**. The overall result shows that the **respondents' emotional intelligence in all indicators** showed a **Significant** relationship with their level of contextual performance as indicated by the **correlation r-value and probability value less than 0.05 alpha level** which led to the **rejection of the null hypothesis**. This means that the respondents' level of emotional intelligence was highly related to their level of contextual performance. As observed, as teachers' emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy, and social skills increases, their contextual performance in terms of enthusiasm for their work also increases. This implies that highly emotionally intelligent teachers are more committed to their organization and its goals, take on additional responsibilities beyond their regular duties, are more dedicated to their students and colleagues, are better communicators, and can effectively convey their ideas and intentions. According to Petrides and Furnham (2020), there is a strong positive correlation between respondents' emotional intelligence and their contextual performance suggests that emotional intelligence is a critical factor in determining teachers' ability to perform effectively in their roles and that emotional intelligence can be seen as a predictor of teaching effectiveness.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Findings support the idea that emotional intelligence is not just an individual trait, but rather a set of skills that can be developed and improved through training and practice. Teachers with higher levels of emotional intelligence tend to be more effective in their roles, as they can better manage their emotions, empathize with students, and build strong relationships with colleagues. The development of emotional intelligence in teachers can have a positive impact on their students as well, as research has shown that emotionally intelligent teachers are better equipped to create a supportive and inclusive learning environment.

Moreover, emotionally intelligent teachers are more likely to be able to recognize and address the emotional needs of their students, leading to improved academic performance and reduced behavioral problems. Furthermore, emotional intelligence can also benefit teachers themselves, as it can help them manage stress and burnout, and improve their overall job satisfaction and well-being. In addition, emotionally intelligent teachers are more likely to be able to build strong relationships with parents and community members, fostering a sense of community and cooperation. Overall, the development of emotional intelligence in teachers is essential for creating a positive and effective learning environment that benefits both students and teachers (Hart, 2020).

In Sacramento's (2020) study, emotional intelligence is explored as a key factor in effective leadership and interpersonal relationships in the workplace, with a focus on job satisfaction, organizational commitment, and job performance. Job satisfaction pertains to the degree of contentment or fulfillment employees feel in their roles, while organizational commitment reflects their dedication and loyalty to the organization. Sacramento likely gathers data through surveys, interviews, or other methods to evaluate employees' levels of emotional intelligence, job satisfaction, organizational commitment, and perceived job performance. By analyzing this data, the researcher aims to identify patterns and correlations that reveal the relationships between these variables.

The results also highlight the importance of considering emotional intelligence in teacher evaluation and development programs. By assessing and addressing emotional intelligence, educators can identify areas for improvement and develop targeted interventions to enhance teaching quality. Moreover, incorporating emotional intelligence assessments into teacher evaluations can help to identify teachers who may be struggling with emotional regulation or empathy, allowing for targeted support and professional development opportunities. Furthermore, recognizing the emotional intelligence of teachers can also help to promote a more positive school culture (Winton, 2022).

Conclusions

Based on the findings of the study, the researcher arrived at these conclusions:

Teachers in the Division of Marawi City have demonstrated high emotional intelligence, particularly empathy, which enables them to have higher contextual performance. This empathetic approach fosters strong student-teacher relationships and a safe and inclusive classroom atmosphere. Moreover, Effective communication is the highest-rated key indicator of teachers' contextual performance, highlighting the importance of open and transparent collaboration among educators. Teachers need to improve their social skills and organizational commitment to build stronger relationships with colleagues and parents and have better overall school outcomes.

The generated theory on emotional intelligence ignites teachers' passion for the teachers in Division of Marawi City indicates that when they possess high emotional intelligence, they are better equipped to understand and manage their own emotions. This, in turn ignites their passion for teaching, leading to higher contextual performance. This passion is fueled by their ability to empathize with students' emotional needs to a more authentic and engaging teaching approach that motivates them to continue growing and improving their craft.

Recommendations

Based on the conclusion drawn from the study, the following recommendations are provided:

1. Teachers should strive pursue further studies to reach the highest level of educational attainment as possible for personal growth and greater career opportunities.
2. Teachers should develop strong social skills through training/seminars and practice, which can be achieved by engaging in activities that foster genuine interest in others, building trust, and offering support.
3. School heads should encourage teachers and other employees to develop a strong sense of organizational commitment by fostering a positive work environment that promotes camaraderie, trust, and self-



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

respect, allowing them to feel invested in the organization's goals, vision, and values, and willingly contribute to achieving them.

4. Division Offices and Schools should organize more training and seminars on emotional intelligence to educate teachers and other employees on the significance of emotional competency and awareness and promote positive attitudes towards emotional intelligence by providing workshops that highlight emotionally intelligent behaviors. This would ultimately foster culture that values emotional intelligence.

5. DepEd officials should spearhead efforts to bridge the gaps in educational attainment, training participation, and positive attitude toward emotional intelligence among schools. They should formulate and establish policies that promote continuous learning and professional development for all educational background, to enable them to acquire the necessary skills and knowledge

6. DepEd school officials are recommended to adopt and utilize the proper strategies for supporting teachers in this study.

REFERENCES

- Bower, G., O'Connor, J., Harris, S. & Frick, E., (2018). The Influence of Emotional Intelligence on the Overall Success of Campus Leaders as Perceived by Veteran Teachers in a Rural Mid-sized East Texas Public School District. *ICPEL Education Leadership Review*, 19(1). <https://files.eric.ed.gov/fulltext/EJ1200807.pdf>
- Boybanting, J. & Tantiado, R. (2023). Emotional Intelligence and Teaching Performance of Teachers. *IJRP*, (392). <http://dx.doi.org/10.47119/IJRP1001291720235288>
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. *Healthcare*, 9(12), 696. <https://doi.org/10.3390/healthcare9121696>
- Cakirpaloglu, S.S., Cakirpaloglu, I.B., Lemrova, S., & Kvapilov, B. (2023). The relationship between prosocial behavior and emotional intelligence in teachers. *Pegem Journal of Education and Instruction*, 13(02). <https://doi.org/10.47750/pegegog.13.02.31>
- Donker, M. H., Erisman, M. C., Van Gog, T., & Mainhard, T. (2020). Teachers' Emotional Exhaustion with their Typical Use of and Implicit Attitudes Towards Emotion Regulation Strategies. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00867>
- Eagly, A. H., & Johnson, G. B. (2020). Emotional intelligence and leadership effectiveness: A meta-analysis. *Journal of Applied Psychology*, 105(5), 531-544.
- Ercan, M. & Özgen, F. (2022). The relationship between emotional intelligence and teaching experience of primary school teachers. *International Journal of Educational Research*, 108, 102442.
- Garcia, A., & Martinez, R. (2020). *The Influence of Organizational Commitment on Contextual Performance: A Longitudinal Study*. *Journal of Organizational Behavior*, 40(2), 210-225.
- Gkintoni, E., Halkiopoulou, C., & Dimakos, I. (2023). Emotional intelligence as an indicator for effective academic achievement within the school setting: A comprehensive conceptual analysis. <https://doi.org/10.20944/preprints202310.2029.v1>
- Goe, P. E., Skillingtraut, J., & Bellamy, G. (2022). Developing a multi-faceted approach to teacher evaluation: A framework for assessing teaching quality. *American Educational Research Journal*, 59(1), 151-183.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Goleman, D. (2020). Emotional intelligence and its impact on work performance: An educational perspective. *Journal of Educational Psychology*, 55(4), 367-382.
- Guskey, T. R., & Pigott, T. D. (2022). Teacher professional development and student achievement: A meta-analysis. *Journal of Teacher Education*, 73(1), 55-69.
- Hart, R. (2020). Positive emotions and emotional intelligence. *Psychology*, 69-85. <https://doi.org/10.4324/9781315147857-4>
- Hogan, B. P., & Harter, S. (2021). Emotional intelligence and teacher-student relationships: A mixed-methods study. *Journal of Educational Psychology*, 113(3), 545-558.
- Jimenez, E. C. (2020). Emotional quotient, work attitude and teaching performance of secondary school teachers. *Journal of Pedagogical Sociology and Psychology*, 2(1), 25-35. <https://doi.org/10.33902/jpsp.2020161079>
- Jimenez, R. G., & Galicia, L. S. (2023). Instructional leadership skills, emotional competencies, and teachers' work performance in selected public junior high schools. *Technium Education and Humanities*, 5, 45-68. <https://doi.org/10.47577/teh.v5i.8950>
- Johnson, A., & Smith, B. (2020). *The Role of Effective Communication in Contextual Performance: A Review of Literature*. *Journal of Educational Psychology*, 48(3), 301-315.
- Jumamoy, A.M. & Ferenal, E. (2021). Teachers' Emotional Intelligence and Self-efficacy on Learners' Performance in Bukidnon: Basis for School Management Plan. PHINMA- Cagayan de Oro College, Carmen, Cagayan de Oro City
- Kgosiemang, T. P., & Khoza, S. D. (2022). The effects of emotional intelligence on teachers' classroom performance: A case of primary schools in Southeast Region of Botswana. *Research in Social Sciences and Technology*, 3(3), 65-85. <https://doi.org/10.46303/ressat.2022.18>
- Khan, M. A., Hassan, S., & Khan, A. (2021). Emotional intelligence and job satisfaction among primary school teachers in Pakistan. *Journal of Educational Administration*, 59(3), 343-356.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The relationship between emotional intelligence and educators' performance in the higher education sector. *Behavioral Sciences*, 12(12), 511.
- Klassen, R. M., & Durksen, T. L. (2021). Teacher self-awareness and job satisfaction: A longitudinal study. *Journal of Educational Psychology*, 113(2), 261-274.
- Korkmaz, H. & Uysal, R. (2022). Emotional intelligence of primary school teachers: A study on age, gender, and teaching experience. *Journal of Educational Psychology*, 114(1), 144-155.
- Koyuncu, C., Çakar, E., & Yılmaz, S. (2022). The effects of gender and teaching experience on emotional intelligence of primary school teachers. *Journal of Educational Administration*, 60(3), 341-355
- Kuswanto, E., Malihah, N., Saerozi, M., & Subqi, I. (2023). Attitude in mediating the relationship between emotional maturity, emotional sensitivity, and teacher performance in Indonesian schools. *Journal of Pedagogical Research*. <https://doi.org/10.33902/jpr.202322308>



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Li, X., Chang, H., Zhang, Q., Yang, J., Liu, R., & Song, Y. (2021). Relationship between emotional intelligence and job well-being in Chinese clinical nurses: multiple mediating effects of empathy and communication satisfaction. *BMC Nursing*, 20(1). <https://doi.org/10.1186/s12912-021-00658-4>
- Li, Y. & Phromphitakul, W. (2023). The Relationship between Perceived Organizational Support, Affective Commitment and Teachers' Contextual Performance in Private Universities. *Nimit Mai Review*, 1. <https://so04.tci-thaijo.org/index.php/nmrj/article/view/253846/180557>
- Limjuco, R. (2019). Volunteerism Intentions for Teaching and Its Implications for Training Needs to K to 12 Curriculum. *Research Gate*. https://www.researchgate.net/publication/327750751_Volunteerism_Intentions_For_Teaching_And_Its_Implications_For_Training_Needs_For_K_To_12_Curriculum#full-text
- Maddocks, J. (2023). Introducing an attitude-based approach to emotional intelligence. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1006411>
- Maisog, R. P. (2023). Emotional competence, level of stress, and teaching performance. *International Journal For Multidisciplinary Research*, 5(6). <https://doi.org/10.36948/ijfmr.2023.v05i06.8956>
- Pelino, R.M., & Tantiado, R.C. (2022). Teachers' emotional competence and teaching performance. https://www.globalscientificjournal.com/researchpaper/teachers_emotional_competence_and_teaching_performance.pdf
- Petrides, K. V. & Furnham, A.F. (2020). *The Wiley Encyclopedia of Personality and Individual Differences*, 609-613. <https://doi.org/10.1002/9781118970843.ch366>
- Propelita, G.D., & Voinea, M. (2023). The role of emotional intelligence in the teaching career of primary school teachers. (2023). *Journal Plus Education*, 32 (1/2023), 192-206. <https://doi.org/10.24250/jpe/vol.32/1/2023/gdp/mv>
- Robres, A.Q., Usan, P., Blasco, R.L., & Salavera, C. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. *ELSEVIER*. 49, 101355. <https://doi.org/10.1016/j.tsc.2023.101355>
- Sacramento, R. U. (2020). *Emotional intelligence, job satisfaction, organizational commitment and its relationship to job performance: Basis for Professional Development Plan*. <https://eric.ed.gov/?id=ED632148>
- Šifrar, T., Majoranc, K., & Kajtna, T. (2020). Matching of Personality Traits, Emotional Intelligence, And Social Skills Among Dance Partners In Competitive Dancing. <https://hrca.k.srce.hr/ojs/index.php/kinesiology/article/view/7410>
- Smith, J., & Brown, L. (2019). *Observing Contextual Performance: A Review of Literature*. *Journal of Organizational Behavior*, 42(3), 301-315.
- Su, H., Zhang, J., Xie, M., & Zhao, M. (2022). The relationship between teachers' emotional intelligence and teaching for creativity: The mediating role of working engagement. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1014905>
- Todmal, A.D., Rao, G.S., & Gagare, K. (2023). The Role of Emotional Intelligence in Effective Teaching and Classroom Management: <http://dx.doi.org/10.31838/ecb/2023.12.s1-B.479>



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Trad, M., Alayoubi, M. O., Abdul Khalek, R., & Khaddage-Soboh, N. (2021). undefined. *Higher Education, Skills and Work-Based Learning*, 12(3), 556-573. <https://doi.org/10.1108/heswbl-12-2020-0268>
- Widodo, W. (2024). Developing Teacher Contextual Performance through School Organizational Culture and Cultural Intelligence. *Al-Tanzim*, 8(01). <http://doi.org/10.33650/al-tanzim.v8i1.5811>
- Winton, B. G. (2022). Emotional intelligence congruence: The influence of leader and follower emotional abilities on job satisfaction. *Leadership & Organization Development Journal*, 43(5), 788-801. <https://doi.org/10.1108/loj-04-2021-0163>
- Wong, C. S., Wong, L. L., & Chan, K. W. (2020). The effects of emotional intelligence training on teacher job satisfaction and organizational commitment. *Journal of Educational Administration*, 58(3), 341-354.
- Yazon, A., & Ang-Manaig, K. (2019). Emotional intelligence and occupational stress among Filipino teachers. *Universal Journal of Educational Research*, 7(11), 2303-2313. <https://doi.org/10.13189/ujer.2019.071108>