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Emotional Quotient of Public Elementary School Teachers in Manila Division

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Abstract

This study aimed to determine the emotional quotient of teachers in public elementary schools in the Division of Manila during School Year 2025–2026. Specifically, it examined the respondents' demographic and professional profiles, their level of emotional quotient in terms of self-awareness, managing emotions, and motivating oneself, the problems they encountered, and the relationship between their emotional quotient and selected profile variables. A descriptive research design was employed, utilizing a researcher-made questionnaire as the primary instrument for data gathering. The questionnaires were personally distributed and retrieved by the researcher. Frequency, percentage, and average weighted mean were used to analyze the data, while Pearson product-moment correlation and chi-square were employed to determine significant relationships among the variables. The findings revealed that the respondents were predominantly female, generally within the middle-age group, mostly married, and had considerable years of teaching experience. A substantial proportion had earned academic units toward a master's degree, reflecting their continuing pursuit of professional advancement. The teachers demonstrated a very high level of emotional quotient, indicating their strong capacity to recognize and understand their emotions, maintain personal motivation, and respond constructively to various situations in the workplace. Self-awareness and motivating oneself emerged as the strongest dimensions, suggesting that teachers generally possess a good understanding of their emotional states and the internal drive necessary to fulfill their professional responsibilities. However, managing emotions obtained the comparatively lowest assessment among the dimensions, indicating an area that may benefit from further development, particularly in handling stress, regulating emotional responses, and maintaining composure in challenging professional situations. Meanwhile, the problems encountered by teachers were generally assessed as moderately serious. The tendency to be shy and inhibited emerged as the most pronounced concern, suggesting that some teachers may experience difficulty expressing themselves confidently or engaging in certain interpersonal situations. In contrast, the tendency to find fault with others was the least evident concern, indicating generally constructive interpersonal attitudes among the respondents. Furthermore, the analysis revealed a significant relationship between teachers' emotional quotient and age, while no significant relationships were established with the other profile variables examined. This finding suggests that age may be associated with the development of emotional competencies, possibly through accumulated personal and professional experiences. In view of these findings, an enhancement program was proposed to further strengthen teachers' emotional quotient, particularly in emotional regulation, stress management, self-confidence, interpersonal

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relationships, and the development of a supportive and emotionally healthy school environment. The study underscores the importance of emotional intelligence as an essential component of teachers' personal well-being, professional effectiveness, and positive relationships within the educational community.

Keywords: *emotional quotient, emotional intelligence, public elementary school teachers, emotional regulation, teacher development, enhancement program*

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https://aijsseaf.com
Volume 2 Issue 11 (2026)

Chapter 1

THE PROBLEM

Rationale

Education is a key factor in social development that is constantly facing many challenges. Teachers as one pillar of education played an essential role in the teaching and learning processes. Contextual conditions like unsustainable work environments and personal characteristics, can lead to prolonged episodes of stress and exhaustion. Teachers are regarded to be especially vulnerable not only to physical problems, such as headaches, but also to anxiety and stress problems, which can lead to sick leave, lack of commitment and even absenteeism as consequences (Sanchez, et. al., 2021).

The teacher is the indispensable element of an education as he plays the significant role in imparting knowledge and love to the learners for their development in the society. It is the teacher who encompasses the leaners by her intuition, proximity and emotions. In this way, the teacher influences the learners not only by her professional efficiency but also by her personality and emotional intelligence (Mandal, 2017). Both personality and emotional intelligence of a teacher along with the academic efficiency can improve his teaching environment and professional success to create a consistent rapport with the learners.

Teaching, as the noblest of all professions, requires innovations in techniques to make the approach individualized and more learner-centered. Teachers need to teach for six (6) hours and allot two (2) hours for other teaching-related activities like preparation of lesson plans, work plans, instructional materials, assessment tools, and research, as prescribed in the Department of Education's Memorandum (No, 291, s. 2008). Moreover, one motivation for gaining the appropriate competency level is the positive effect it brings not only on the performance of a

teacher but also on their well-being (Wahyudi, 2018). However, even the eight working is not enough that teachers bring home their work to their houses, thus sacrificing their personal times.

Apart from regular teaching tasks, teachers are also expected to fulfill multiple roles like communicator, facilitator, counselor, disciplinarian, mentor, surrogate parent, and others that pose challenges to the professional lives of Filipino teachers. With these, stress has been experienced by teachers due to their profession (Go et. al., 2020).

Teachers also face personal challenges from time to time. They are surrounded by problems like finances, family, and health which can possibly trigger negative emotions in the classroom, resulting in poor teaching performance. Aside from this, quality of teachers' personal lives seems to affect teachers' affective states directly and that those emotional states, in turn, affect the behavior of teachers in school. Pressuring from both personal and professional undertakings of teachers suggest that teaching is a stressful task. Article II Section 3, Code of Ethics for Professional Teachers, requires that teachers need to be consistently be physically, mentally, emotionally, and morally. How teachers deal with their responsibilities and maintain their role as a teacher when they have emotional issues would entail them to have the ability to regulate their emotions and to isolate one's problems to express the appropriate feelings so their teaching performance would not be affected (Go et. al., 2020).

Yazon & Ang-Manaig (2019) argues that the activity of teaching requires great decisional flexibility and creativity due to the ever-changing nature of the work environment. Teacher is supposed to come up with hundreds of ad-hoc decisions every day, which requires a high tolerance for uncertainty and great and consistent abilities of attention focusing. Filipino teachers are characterized to be resilient and patient which means that no matter how difficult the task may be, they can still find ways to overcome difficult situations. Teachers try to become more positive to

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https://aijsseaf.com
Volume 2 Issue 11 (2026)

attain better results not only for themselves, but more importantly, for the learners they are nurturing.

Emotions are considered as innate part of a teacher's work and it has an impact on teacher productiveness, action, thinking, and driving force. One of the major fields of application of emotional intelligence is in of education as it helps the teachers understand their learners in a better way. Hence it is relevant to have teachers who are also has a high emotional intelligence. As a matter of fact, the teaching profession is known as one of the most stressful profession. According to the University Kebangsaan in Malaysia (UKM Leads Research on Emotional Intelligence), heavy workload is one of the main contributors of emotionally burden behavior in the teaching profession (Llego, 2020).

With these activities in mind, stress is a major draw-back of the profession. Lopez and Extremera (2017) as cited by Jimenez (2021) stressed that there is a negative association between emotional intelligence and tension dimensions through a systematic review of current evidences on emotional intelligence and exhaustion of teaching professionals. Although technology has created help to the work of a teacher (computerization of grades, unlimited resources of activities, games on the net, social networking), it still boils down to a teacher’s motivation to do.

Stressful situations in the workplace challenge employees at work, causing employees to feel stressed and worried in a way that affect their personal lives in general and their work in particular. Employees develop feelings of extreme fatigue and overextension. In fact, level of job burnout amongst educators in public and private schools has exceeded the minimum level. Employees are suffering from psychological and physical tension and have a negative attitude and low personal achievement, which can be attributed to their administrative work in the educational sector (Harris, 2015).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

In relation, stress is the body ‘s nonspecific response to a demand placed on it experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. It is an adaptive reaction to an outward situation which would lead to physical, mental and behavioral changes. Moreover, stress can be experienced from four basic sources – the environment, social stressors, physiological and thoughts. It results when an individual is confronted with an opportunity, demand, or resource related to what the individual desired and for which the outcome is perceived to be both uncertain and important (Kumar, et. al., 2015).

In fact, Philippines was one of the most stressful countries in the world as found out by the study conducted in United Kingdom where it ranked 10th, garnering a score of 8.92 out of 10, with 10 being the most stressful country in the world (Lee-Brago, 2017). Indeed, in a survey conducted by CNN in 2016, from over 200 respondents, around 23 percent cited their job or studies as their main source of stress (Ansis, 2017.)

In connection, the stress levels the teachers and school staff experience on a daily basis have never been higher. A recent survey in the USA showed that 46 percent of teachers report high stress every day. Moreover, in a survey conducted in March 2020 by the Yale Center for Emotional Intelligence with their colleagues at the Collaborative for Social Emotional and Academic Learning (CASEL), with more than 5,000 teachers about their emotional responses. The survey revealed that the five most frequent emotions teachers were feeling every day were anxious, fearful, worried, overwhelmed, and sad (IBCCES, 2020). Likewise, with the high levels of stress and anxiety that teachers are feeling, it is undeniable that this will end up impacting learners poorly by negatively influence the learners in classrooms, causing the learners to act out and suffer from poor mental health, resulting in even more stress for the teachers (IBCCES, 2020).

Moreover, Neves (2016) pointed out that emotional intelligence has a strong relationship

with performance. Emotional intelligence (EI) is a comparatively a new psychological concept that has been investigated in the field of education. Galanakis et. al. (2021) pointed out that emotional Intelligence (EI) is characterized as the ability which enables people to differentiate types of feelings, both their own and those of others, to use strategy mechanisms to decipher them in order to control and form their mindset. Over the last few years it has been observed an increased tendency of social sciences to investigate teachers' emotional intelligence concerning their efficiency in their professional duties as well as their personal well-being.

One's motional health is affected by EI in identifying a person's ability to have a successful life and influence their psychological well-being. Lucero and Ocampo (2019) added that EI works with IQ (Intelligence Quotient) and top performers possess both. As one gets job harder, the bigger the problem is, and the more important the role of EI is. Indeed, to be successful at what people are doing takes more than the cognitive skills but also being emotionally intelligent. Having emotional intelligence means one must be mindful of own and other people's emotions. It is applying emotions and how it can be managed (Poonamallee et al., 2018).

Teachers' personal and professional life would result in the intensification of adverse feelings. As such, emotional intelligence (EI) is vital as it affects classroom management and influences teaching performance (Sanchez, 2016). EI can also be used for adjusting feelings in oneself and others (Asrar-ul-Haq, Anwar, & Hassan, 2017) and a strategy to control one's emotions to have better teaching efficiency (Granados, et al. 2019) resulting to teachers' greater control of discipline in the school (Valente, Monteiro, & Lourenço, 2019). With this, teachers' emotional competence is essential for their well-being, and the success and quality in the teaching-learning processes. Teachers are likewise expected to display desirable dispositions during students'

interaction. Thus, the strategy for regulating thoughts and emotions is vital for effective teaching (Go et. al., 2020).

On Profile Variables

Age. Age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine the response. Merriam-Webster Dictionary (2020) defines age as an individual's development measured in terms of the year's requisite for like development of an average individual.

Rilveria (2018) found most of his respondent's young with a mean age of 27.13 while Caravatti (2016), found that the median age of teachers in the survey was 41 years (n=1337). In a study conducted by Jimenez (2020) entitled Emotional quotient, work attitude and teaching performance of secondary school teachers, most of the respondents are aged 29-37 years old, followed by 38-46 years old and 20-28 years old. The least of the respondents are 56-64 years old. Meanwhile, in the study of Galanakis et. al., (2021), the teachers have an average age of 35.32. In the study of Llego (2020), teachers have age ranging from 30-39.

Jimenez (2020) and Llego (2020) in his study found that age is related to emotional quotient. Age is not related to Emotional quotient (Galanakis et. al., 2021). Neves (2016) found a significant and positive relationship between teacher EI and teacher age.

Gender. Gender is a socially constructed definition of women and men. It is not the same as sex (biological characteristics of women and men) and it is not the same as women. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life (Swiss Agency for Development and Cooperation, 2020). Rilveria (2018), Llego (2020) and Caravatti (2016) in their study, found most of the respondents as female.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Most of the teachers in the study conducted by Jimenez (2020) and Galanakis et. al., (2021) are female (88 percent). Sanchez et. al. (2020), (Galanakis et. al., 2021), Kant (2015), Yazon and Ang-Manaig (2019), and Jimenez (2020) in his study found that gender is not related to emotional quotient. However, Llego (2020), Pan (2015), Mandal (2017) and Collie (2021) found that gender is related to it.

Civil Status. Marriage is one of the most important social institutions. In a developing country like Philippines, it has undergone many changes. The perceptions and attitudes of the person can also differ by the marital status of the persons because the marriage might make the persons little more responsible and matured in understanding and giving the responses to the questions asked. Civil status corresponds to your family situation. It can mean being single, married, in a civil union, adopted, divorced, a member of a single-parent family, or any form of family ties or affinity with another person. Merriam-Webster Dictionary defines civil status as the state of being married or not married —used on official forms to ask if a person is married, single, divorced, or widowed.

Jimenez (2020) in his study on emotional quotient of teachers found that most of the respondents are married. Jimenez found that civil status dies not affect the emotional quotient.

Highest educational attainment. Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. Educational attainment is defined as the highest grade completed within the most advanced level attended in the educational system of the country where the education was received.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Some countries may also find it useful to present data on educational attainment in terms of the highest grade attended (OECD, 2016).

In the study of Ulla (2018), two Filipino teachers held doctorate degrees in language education; while 7 held master's degrees in English language and education. Most of the teachers are have obtained bachelor's degree only. It was followed by teachers with academic requirement in their master's degree. It was closely followed by teachers with master's degree (Jimenez, 2020). It was found by Jimenez (2021) that educational attainment is not related to emotional quotient of teachers. Yazon and Ang-Manaig (2019) found their respondents to be mostly obtained bachelors degree.

Length of Service

Fernández-Berrocal, Gutiérrez-Cobo, Rodriguez-Corrales, & Cabello (2017) pointed out that teaching experience is a strong indicator that can influence teachers' emotional intelligence and their effectiveness as a result.

In the study of Galanakis et. al., (2021), and Llego (2020) most of the teachers are new with 0-5 years of experience. It was followed by teachers with 21 years and above in the service. In the study of Jimenez (2020) and Yazon and Ang-Manaig (2019), most of the teachers are new with 1-7 years in the service. It was followed by teachers with 8-15 years in the service. Jimenez (2020) argued that emotional quotient is not related to the length of service of teachers. Sanchez et. al. (2020) found in their study that experience is related to emotional quotient.

Correlation analysis of years of teaching experience with emotional intelligence have proven not to affect levels of emotional intelligence (Collie, 2021; Llego, 2020). Neves (2016) and Pan (2015) found a significant and positive relationship between teacher EI and both teacher age

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

and teacher experience.

Position. In the study of Llego (2020) and Jimenez (2020), most of the teachers occupy Teacher III position. In the study of Llego (2020), differences of EI against the teachers' position had also been investigated results revealed that, there is no statistically significant difference.

Emotional Quotient of Teachers

John Mayer together with Peter Salovey (1990) are known to be the first formulators of the theory of emotional intelligence influenced by Gardner's (1983) concept of multiple intelligences (visual-spatial, linguistic-verbal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic and naturalistic). Emotional intelligence has been defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour". Afterwards, they redefined their considering about EI and gave a more detailed explanation, publishing a four-branch model which characterized EI as the capacity to (a) precisely perceive emotions in others, (b) use emotions to accurately facilitate thought, (c) understand emotions and its implications, and (d) manage emotions in oneself and others (Romeu, 2021). Emotional intelligence is defined as the 'ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, as well as to reflectively regulate emotions so as to promote emotional and intellectual growth Mandal (2017).

Moreover, the term Emotional Intelligence (EI) is used to allude to the psychological procedures associated with the acknowledgment, use, comprehension, and the board of one's own and others' emotional states to tackle issues. Emotional Intelligence also pertains to a person's ability to reason about feelings and challenging emotional circumstances and to process emotional data so as to enhance intellectual procedures. Aside from these, Daniel Goleman (1995) also

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

attempted to give a definition of the concept and increased its popularity. Goleman formulated his own definition of emotional intelligence comprehending (a) emotional self-awareness, (b) managing emotions, (c) harnessing emotions productively, (d) empathy, which many claim is the keystone of emotional intelligence; and finally, (e) the ability to handle relationships (Romeu, 2021).

Emotional intelligence (EI) includes array of non-cognitive capabilities, competencies and skills that influence ability to succeed in coping with environmental demands and pressures. It is a learned set of competencies that determine how we interact with people. According to Goleman (1995) as cited by Singh (2015), emotional intelligence refers to the ability to motivate oneself and persist in the face of frustrations. Schmutz (2017) defines Emotional Intelligence as a fairly new construct of intelligence, receiving relevance and acknowledgment with the work of scholars. Emotional intelligence, as defined by Multi-Health Systems (2016a), pertains to the set of emotional and social skills that influence the way one perceives and express one's elves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. Moreover, Palmer, Stough, Harmer and Gignac (2019) defined emotional quotient (EQ) as a set of skills that help people better perceive, understand and manage emotions in ourselves and in others. Goleman described the impact of emotional intelligence (EI) in the school and classroom on learners' development. This means that when "a teacher acts without EI, this can cause a student and/or students to feel emotionally "hijacked," negatively impacting their ability to learn" (Sommers, 2016 as cited by Schumtz, 2017).

Likewise, Neves (2021 posited that within each of these five branches, the following characteristics and behavior patterns are found. The first is emotional self-awareness which refers to the ability to knowing one's emotions, to recognize an emotion or a feeling in the exact moment

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

that is happening, to perceive and name own feelings and emotions, to comprehend the reasons for emotions and to perceive the distinction between emotions and actions (Romeu, 2021). Cherry (2022) defines self-awareness as the ability to recognize and understand own emotions. One should be aware of the effect of your actions, moods, and emotions on other people. To become self-aware, one must be able of monitoring own emotions, recognizing different emotional reactions, and correctly identifying each particular emotion. They can also recognize the relationships between the things they feel and how they behave.

Meanwhile, managing emotions includes the ability to manage the emotions after they have been recognized, a better resistance to disappointment and irritation reduction, less verbal aggressions, fights, and disturbances in the classroom context, better readiness to communicate disappointments properly, less reckless conduct, more positive emotions about one-self, school, friends, family and society as a whole and the capability of dealing adequately with pressure and less social anxiety. Next is the facet of harnessing emotions productively includes the ability to motivate oneself, to delay momentary joy in the interest of long-term goals, to be more responsible, less impulsive and show more poise, as well as the ability to concentrate on tasks and not procrastinate them; to recognize emotions in others (Romeu, 2021).

Empathy on the other hand includes having a better understanding of others' points of view, improved compassion and empathy to others' emotions, and high listening skills. Lastly, on the handling relationships facet, we can find an expanded capacity to examine and understand relationships, the capacity to solve disagreements and handling conflicts, a good extent of empathy, communication of emotions and solving problems skills, extroverted attitudes and likeability (Romeu, 2021). Cherry (2022) describes empathy as the ability to understand how others are feeling. Empathy involves responses to people based on this information. To be empathetic, also

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

allows one to understand the power dynamics that often influence social relationships, especially in workplace settings.

Being able to interact well with others is another important aspect of emotional intelligence. If one has high social skills, one can build meaningful relationships with other people and develop a stronger understanding of themselves and others. Important social skills such as active listening, verbal communication skills, nonverbal communication skills, leadership, and persuasiveness is vital (Cherry, 2022).

The Bar-On Emotional Quotient Inventory (EQ-i) calculates abilities and the potential for execution of acts in certain moments. It is as opposed to how the person would act in every circumstance as a whole. It was also made as a mix model of cognitive ability and personality traits. This final version is made up of 125 self-report items (e.g., “I like helping people”) scattered in 15 facets and 5 factors (Self-perception, Interpersonal, Decision-making, Selfexpression and Stress-management).

In the study of Jimenez (2020), most of the teachers have a very high emotional quotient. In the study of Sanchez et. al (2020) most of the teachers have high emotional quotient as attested by their high burnout. A significant number of teachers were found with high levels of Emotional Exhaustion (60.2%). In the study of Romeu (2021) found that teachers have emotional quotient relatively high, but the differences between experienced and future teachers were small. Future research could aim at develop programs targeted at developing the emotional intelligence of teachers. However, in the study of Pan (2015), teachers have low emotional quotient. In the study of Go et. al. (2020, teachers have a high level of emotional intelligence in general and excelling, specifically in the act of "using emotion" despite experiencing personal problems. The respondents' high emotional intelligence indicate that they have full control of their emotions even when they

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

experience personal problems. In the study of Yazon and Ang-Manaig (2019), found the respondents have a moderate level of emotional intelligence. This means that teachers - respondents have an average level of accurate appraisal of emotions among themselves and others and thus exhibit appropriate expression and adaptive regulation of their emotions

According to Daniel Goleman (2018), there are five components or elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. Emotional intelligence can lead us on the path o fulfilled and happy life by providing a framework through which to apply standards of intelligence to emotional responses and understand that these responses may be logically consistent or inconsistent with particular beliefs about emotion. The ability to understand and manage emotion is the first step in realizing true potential. How can we achieve meaningful progress if they don't recognize and acknowledge the point from where were starting?

Ibad (2017) study attempts to explore higher education learners' perceptions of proficient teachers, which is of importance to them in their learning. The study analyzed the learner's view of good and poor teaching through two focus group discussions with learner from two engineering schools in Pakistan. It was revealed that teachers possessed categories of characteristics to a certain extent with the shortcomings of approachability, ability to bring knowledge to the level of learners, low emotional intelligence and poor communication ability resulting there from. The success of academic endeavors depends majorly on faculty competence, qualifications and engagement (Ibad, 2017). With their importance attributed to learner views of their teachers' ability to facilitate learning, the objectives of learner assessment of teachers are of benefit in terms of deceive feedback about teacher effectives.

Tamban and Banasihan (2017) studied the relationships of big five personality traits and

teaching performance. In their study, personality trats of teachers were found to be about average except for neuroticism which is found to be relatively low. The results exposed a weak correlation between variables. There is no significant relationship the level of big five personality traits and the teaching performance of the respondents

Jimenez (2021) conducted a study on adversity and emotional quotients of public elementary school heads amidst the COVID-19. This study aimed to identify the relationship of adversity quotient and emotional quotient amongst public elementary school heads. The results showed that the school heads' Adversity Quotient (AQ) score falls within "above average," which shows that above normal capacity for challenges, difficulties, setbacks, and demands. Along emotional quotient, all factors included in emotional intelligence like self-awareness, managing emotions, motivating oneself, empathy, and social skill all "apply" to school heads. Furthermore, there exists a significant relationship between adversity quotient and emotional quotient of public elementary school heads.

Sanchez et. al. (2021) conducted a study entitled Teachers' Burnout during COVID-19 Pandemic in Spain: Trait Emotional Intelligence and Socioemotional Competencies. This research aims to recognize the burnout levels in a group of high school teachers that exercised their profession during the COVID-19 pandemic, looking forward to examining the correlation between burnout levels, trait emotional intelligence and socioemotional competencies. The results showed that teachers showed high levels of burnout dimensions, with women being the most affected, reaching higher levels in comparison to men. The older and more experienced professionals showed lower levels of burnout. Furthermore, statistically significant negative relations were found between emotional intelligence and burnout levels, as well as their association with the teacher's socioemotional competencies. The study suggested the need for promoting protective

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

approaches that embrace emotional intelligence and socioemotional competencies.

Lucero and Ocampo (2019) conducted a study on emotional intelligence of master teachers. The results reveal that the teachers were highly emotionally intelligent in managing own emotions, managing others' emotions, and utilization of emotions.

Personality traits are to stable individual differences in consistent patterns of behavior. Evidence for human beings' interest in personality traits can be found in documents produced in ancient China, Greece, Israel, and Rome. The ancient physicians Hippocrates and Galen believed personality to be rooted in biology, and traces of their theories remain in the form of adjectives still in use in everyday speech. The term trait comes with some unhelpful connotations. Well-respected educational psychologist Richard Snow noted, "The term 'trait' was borrowed by early theorists from biology, where it still often pertains to hereditary, permanent, and physically based characteristics. Personality can be altered through intervention, both clinical and nonclinical. By the 1960s, personality research across educational and laboratory settings had produced thousands of inventories and identified hundreds of disparate traits (Kell, 2018). Mandal (2017) defines personality as the dynamic organization within the individual of those psycho-physical systems which identified his unique adjustment to his environment.

Openness to experience refers to the personality trait of seeking new experience and intellectual pursuits. High scores is described to be day dream a lot and low scorers may be very down to earth. Conscientiousness pertains to the way in which one control, regulate, and direct impulses. High scorers seem to follow rules and prefer clean homes. Low scorers is found to be messy and cheat others .Extraversion is described by pronounced engagement with the external world. An extravert person enjoy being with people, are full of energy, and often experience positive emotions. These people tend to be enthusiastic, action-oriented,

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. They like to talk, assert themselves, and draw attention to themselves. On the other hand, introverts lack the exuberance, energy, and activity levels of extraverts. High scorers are described to be very social while low scorers choose to work on their own (Tamban and Banasihan, 2017).

Tamban and Banasihan (2017) further added that being agreeableness would mean an individual differences in concern with cooperation and social harmony. Agreeable persons value getting along with others. They are considerate, friendly, generous, helpful, and willing to compromise their interests with others'. They also have an optimistic view of human nature. These group of people are honest, decent, and trustworthy High scorers are typically polite and like people while the low scorers tend to 'tell it like it is'. Neuroticism refers to the individuals who score high on neuroticism look to experience effects such as fear, sadness, embarrassment, disgust and anger. Those who score low are usually calm, even-tempered and relaxed at work and in their personal lives. An emotionally intelligent person identifies and understands the l consequences of their different emotional states and is able to regulate and control them.

In the study of Mandal (2017), teachers' personality is measured to be high, while Pan (2015) found it to be low.

Rohani (2017) examined the possibility that personality traits play a part in career longevity and job satisfaction in the education field. This research hypothesized that some common personality traits that are shared by teachers who persist in the classroom for five or more years, who are satisfied with their jobs and do not intend to leave. More experienced teachers would be high in conscientiousness, and agreeableness. Moreover, less experienced teachers would have Big Five personality scores that are more diverse than those of experienced teachers and that are more

representative of the personalities of the general population. It was also found that teachers who score higher in the areas of Neuroticism and lower on Conscientiousness and Extraversion, would be dissatisfied with their jobs. Likewise, the study found no trend among personality traits in experienced teachers compared to inexperienced teachers.

In the study of Collie (2021), emotional quotient is not related to personality traits. Meanwhile, in the research conducted by Sandlin (2019), teachers have an average level of personality traits. In this research, conscientiousness is the trait of being honest and hardworking. The teachers in the local setting showed a tendency to follow the rules and prefer order and efficiency. The third most common trait among the teachers was openness to experience. Openness to experience pertains to the trait of seeking new experiences and intellectual pursuits. Teachers desired to try new things and were open to a variety of new experiences. There were some teachers who were more cautious and unsure of new experiences. Likewise, neuroticism is the trait of being emotional and was the fourth most common trait possessed by the teachers. Many of the educators respond to situations emotionally, whereas some are more analytical in their approach. Lastly, extroversion was the least common of the five personality traits and the most varied.

In the teaching profession, Klassun et al (2017) identified that organization and planning were important personal characteristics for effective teachers. Empirical study finding also support that teacher conceitedness is positively associated with teacher effectiveness measures (Garcia, et all 2011; Kevin et al 2010 and Mac Carr 2018).

In the study of Fernandez-Mesa et al., 2017), it identified the influence of personality traits on employees' continuance commitment to an organization. The inventory includes openness to experience, neuroticism, responsibility, extraversion, and agreeableness. The results found that employees' level of responsibility and openness to experience were related to employees'

continual commitment, while agreeableness and extraversion had no effect on commitment. Employees with a high degree of neuroticism (emotional stability) are more likely to stay in an organization, even when they are not so highly appreciated. These employees' poor management of both stress and new situations means they are less productive.

Kant (2015) studied the interrelationship between personality traits and emotional intelligence of secondary teachers. The study found that a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

Dawda and Hart (2015) reported a significant relationship between emotional intelligence and all Big Five personality factors. Day et al. (2015) reported in their study that there exists a high correlation between EI and extraversion and conscientiousness. A study conducted by Avsec et al. (2015) revealed that EI is a predictor of the Big Five. Extraversion, openness, and agreeableness also predict emotional intelligence. Alghamdi et. al. (2017) argued that there existed an interdependent relationship between personality traits and emotional intelligence. Personality traits have an effect on the development of the emotional quotient of an individual, and emotional quotient has an influence on the application and development of the personality of the individual.

Pan (2015) conducted a quantitative study and tries to measure the personality and emotional intelligence of the Primary school teachers and also tries to measure the correlation between the emotional intelligence and personality of the primary school teachers. The present study shows that primary school teachers have high level of personality but their emotional intelligence level is not as good like as personality. Though the study shows that personality and emotional intelligence are positively correlated with each other it indicates that teachers with good

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

emotional intelligence have good personality. The study of Mandal (2018) prove that personality traits of teachers is related to emotional quotient.

Emotional intelligence is positively correlated with various learner outcomes, very few studies have investigated the relationship between teacher emotional intelligence and learner outcomes. Neves (2016) in his findings indicated that although there was a weak, yet positive correlation between teacher EI and learner academic progress, the relationship was not statistically significant.

Kang (2017) posited that higher levels of emotional intelligence have been found to reduce occupational stress among teachers may be the key to improving a teacher's perception of their self-efficacy. Emotional intelligence is critical for educators who must be the facilitators of learning for learners with varying needs in schools. Further, teachers with higher levels of teacher self-efficacy have been found to be more effective in the classroom and are more persistent and more willing to develop creative alternative approaches to challenges.

In connection, Chinese teachers think that emotions are a fundamental part of their work. As a result, several studies have been carried out in Chinese schools in order to analyze the effects of emotional intelligence on teachers. The emotional responses of Chinese teachers to educational reforms in secondary education in China was analyzed. The study identified three types of teachers, with different emotional profiles, who were able to properly manage curricular reform in the Chinese context. The study showed that there were four rules that govern their feelings and emotional expressions: a commitment to teach with passion, hiding negative emotions, keeping negative emotions in check, and manipulating (managing) emotions to achieve teaching objectives (Gilar-Corbi et.al., 2018).

Emotional intelligence plays a vital role in raising environmental awareness among all

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

individuals in the society. It is emphasized that a proper management of emotional intelligence is necessary for all teachers to get rid from all environment related problems. Emotionally balanced teachers can only obtain a wave of awareness among the people towards environment, and be aware the society that all the resources of environment are exhaustible. An emotionally balanced teacher can only develop a sense of awareness towards other people in the school environment, and likewise, can encourage people to reach their true potential (Galanakis et. al.,2021).

Moreover, the emotional quotient theory of EI. Bar-On defines EI as “an array of noncognitive capabilities, competencies, and skills. Emotional quotient refers to the number that results from the measurement of EI, similar to the intelligence quotient number that results from intelligence testing. There are five major areas with each area consisting of several specific skills, competencies, or capabilities. This include the ‘intrapersonal skill’, which consists of emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. On the other hand, ‘interpersonal skill’ is the second main area and is composed of interpersonal relationship skills, social responsibility skills, and empathy skills. The third main area, ‘adaptability’, includes problem solving, reality testing, and flexibility. ‘Stress management’ is the fourth area and is made up of stress tolerance and impulse control. The last area is the ‘general mood’, which comprised of happiness and optimism.

The relationship between teacher EI and various teacher outcomes has been investigated. These studies indicate a significant positive relationship between the two variables (Neves, 2016). Teacher EI and ‘burnout’ have also been investigated by Adilogullari (2015)and this research has found a significant negative relationship between teacher EI and burnout. Aside from these, some researchers have investigated the relationship between teacher EI and teacher efficacy. Ghanizadeh and Moafian as mentioned by Neves (2016) investigated the relationship between teacher EI and

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

teacher success, or effectiveness. Results indicated that there is a strong, positive relationship between overall teacher EI and teacher effectiveness.

Galanakis et. al. (2021) believed that primary school teachers have increased in the study of Pena, Ray and Extremera as mentioned by Galanakis et. al. (2021), the results showed that the teachers who had high scores of emotional intelligences tended to be more effective and possessed more motives to engage in the educational practice. The findings also revealed further that teacher with increased emotional intelligence respond more positive to their job and feel greater satisfaction in the school environment. In the study of Fiorilli et al., (2019), results highlighted that increased levels of emotional intelligence are related to professional well-being and a sense of effectiveness. Indeed, the call for the new learning schemes, as expected for the initial stages of a new plan, caused confusion to all especially to parents because of their unpreparedness and setbacks while tending to their needs amid the pandemic. The threat grew larger, and it created unprecedented anxieties amongst everyone.

The change in the curriculum and the type of learning delivery require all the educators to take note of the level of their Emotional Quotient (EQ) to better understand these adjustments and also to provide a better working condition for their staff. However, education leaders, especially the school administrators find it difficult to adjust with the latest modalities of management and supervision of teachers. Moreover, positive thinking, in conjunction with a robust attitude, can have effect in one's well-being and coping strategies under stressful events (Relojo et al., 2015).

The advent of rapid change brought about by the pandemic and the emotional maturity it requires had caused the rapid adjustment and resiliency. It forced people to adjust their routines as the pandemic limited movement to avoid contact and prevent the spread of the virus. Prior to the pandemic, school personnel were productive (Asio, 2021). The pandemic caused education setup

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

all over the world to lessen the vulnerability of children and the teachers, the persons mostly involved in the physical setting. It is then essential to find a suitable approach that focuses on delivering strategic instruction to the 21st century learners (Sebastian, 2019). However, public schools were not yet ready for distance learning (Asio & Bayucca, 2021). The Department of Education (DepEd), in response, modified its practices and processes. Considering the fact that teachers have high emotional quotient (Jimenez, 2020), different learning modalities were designed to cater to the various needs of the learners to where they are comfortable and available to continue their education even while at their houses.

In times of teacher's burnout, there is a need to conduct Emotional and Intelligence Quotient assessments to better identify underlying factors that solicit safeguarding of mental and emotional distress of teachers. According to Hammett as mentioned by Jimenez (2021) in her study entitled "Examining Teacher Burnout Using Emotional Intelligence Quotients: A Correlational Study," there was a significant relationship between demographic characteristics and the emotional intelligence survey and the burnout inventory. There were no significant differences between the constructs of burnout and the constructs of emotional intelligence, and the demographic variables.

According to Demirtas as mentioned by Jimenez (2021) in his study entitled "The Relationship between Principal's Emotional Intelligence Quotient, School Culture, and Learner Achievement," a principal's emotional intelligence quotient was not significantly associated with school culture, and negatively associated with learner achievement. In the investigation conducted by Riego de Dios (2020) as cited by Jimenez (2021) regarding the emotional intelligence and work values of selected educators, it was found that respondents have moderate emotional intelligence. The respondents agreed that work values are important in their career. This study gained related insights and perspective as to how should manage their work-related activities as well as

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

management of different resources which entail resilience, tenacity, responsibility, accountability, action, energy, and perseverance.

Educators are still on the process of coping with the new normal of education. Their teachers are left with the uncertainties with the teaching and learning process amid the pandemic (Jimenez, 2021). Teachers employed various coping mechanisms like attending mental health awareness webinars, tending to their psycho-social attributes and the like to get along with the new normal and new trends in education. Aside from these, continuous participation to various activities of the government and private entities concerning flexible learning options, leadership webinars under the new normal, and managerial perspectives of leaders under crisis are encouraged to prove that the organizational climate affects teachers to a great extent (Asio, 2020).

Sanchez et.al. (2021), stressed that the well-being of citizens in teachers particularly, has been affected according to different studies. Although efforts have been made to train teachers through online learning platforms, and work-family reconciliation has been made, this implied a series of challenges when developed in a hostile, complex and unprecedented context Therefore, it is necessary to formulate sustainable work environments and policies, which provide well-being to teachers in different aspects (social, emotional, physical). This would be reflected not only in the improvement of their productivity—even in extreme situations, as is the case of job development during the pandemic.

In connection, personality of teachers has been thought to affect teacher effectiveness. Personality is highly correlated to the climate a teacher is able to establish in the classroom. Teachers with specific types of personality traits tends to be more successful at building relationships, setting high expectations, and improving achievement. If personality were to be seen as the best indicator of teacher effectiveness, there would conceivably be less impetus to improve

the skills of teachers (Kang, 2017).

Kell (2018) described personality traits constituted one domain whose promise for predicting teacher performance. Personality traits potentially be given explicit consideration during the teacher selection and hiring process. Despite this recent interest for exploring the relationship between teachers' personality traits and their effectiveness, its relationship is limited. This study therefore serves a purpose to fill this gap in the literature by comprehensively surveying what is known about the relationship between teachers' personality traits and their emotional quotient.

Bolding (2017) described personality as genial, outgoing, punctual, hot-tempered, and high strung. These terms are basic ways by which an individual have learned to classify and understand themselves and others around them. The five-factor model of personality provides a framework and terminology. It is based on the premise that there are five broad personality traits of which individuals possess qualities. Furthermore, Cattell's theory included sixteen personality factors that essentially yield the "Big Five" personality traits as described by the five-factor theory of personality. The five-factor theory of personality states that an individual's personality remains relatively stable throughout life because personality is intrinsic. Being an intrinsic nature, personality traits are not likely to be a product of an individual's environment. As a result, the environment is a mediator for how an individual's personality traits are expressed. An individual's personality is suited for a particular occupation (Kang, 2017).

Moreover, Sandlin (2019) posited that learners and teachers have various interactions throughout a typical school day, and a teacher's personality plays a part in the academic process the Big Five personality traits and how these impact a learner's evaluation of effective teachers, she found that learners favored traits such as extroversion, and openness, agreeableness, and

conscientiousness. Being an effective educator requires specific personality traits. Teacher's personality is one of the most important factors affecting learner achievement. Teacher's effectiveness emanates from knowledge, skill, and personal characteristics, and an aspect of the teacher's characteristics is his or her personality. Lungu (2016) also agreed that a teacher's personality traits are crucial to the level in which the learner is engaged in the classroom.

Sandlin (2019) believed that understanding that a teacher's personality has a direct impact on the performance of learners. Moreover, personality affects every aspect of one's life and experiences. Kernberg (2016) defined personality as the integration of an individual's experiences and behavior patterns. He posted that an individual's predetermined disposition identifies personality, and it is one's genetics that shapes these dispositions. Kernberg identified five specific components to the development of one's personality: temperament, object relations, character identity, ethical value systems, and cognitive capability or intelligence.

In connection, teaching is a human interaction and the personality of the individual who is teaching influences this interaction. Teachers' personality greatly impacts their teaching style, which has a direct effect on learner learning. Likewise, knowledge sharing is one of the key factors in which teaching style, learner learning style, and personality are linked. It was believed that teacher personality plays a role in the sharing of knowledge with learners and it is important to understand that just as learners have various learning styles, teachers have various teaching styles.

In the study of Zhang, Zhou, and Zhang (2016), the researchers asserted that personality describes one's behavior in various situations and personality influences a vast amount of an individual's behavior. Teachers' personality is considered as a factor in their ability to effectively share knowledge. Going further, researchers have explored teacher personality and the role it plays in a learner's academic achievement. Tahir and Shah as mentioned by Sandlin (2019) found that

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

teachers whose learners perceived them as having high levels of agreeableness and openness facilitated higher learner achievement in their classrooms. Teacher personality has been found to be a significant factor in the education of a learner. Ajayi, Shiyanbade, Ajayi, Olodude, and Olowoporoku (2017) surveyed 400 participants from the educational community, and they described personality as "the dynamic organization of traits and characteristics of behavior that are unique to the specific individual.

Baskerville-Williams (2020) argued that personality traits, emotional stability and conscientiousness, are indicators of employee retention in the general workplace. While emotional stability and conscientiousness do not influence teacher retention in an urban setting, resiliency, on the other hand does have an influence on teacher retention in an urban setting. Teachers do consider themselves resilient and believe resiliency to be a prerequisite to teaching.

Alghamdi et. al. (2017) argued that personality traits may be, in part, genetically based and fairly stable over time. Yet, adult personality is not rigidly determined from birth, and there is room for change. For the skillful management of emotions, teachers should understand emotions and awareness of the individual differences. There existed an interdependent relationship between personality traits and emotional intelligence. Personality traits have an effect on the development of the emotional quotient of an individual, and emotional quotient has an influence on the application and development of the personality of the individual. Literature suggests according to Mandal (2017) that personality and emotional intelligence of an individual are correlated with each other. Emotional intelligence gives the context in which personality matures to some extent.

In particular, the researcher is a school head in one of the public elementary schools in the sixth district of Pangasinan II. In connection, Pangasinan II Division was used to be one school division of the province. The original school division with official headquarters at Lingayen was

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

originally created by Act. No. 74 of the 2nd Philippine Commission, the law-making body of the government during the early years of the American regime. From 1901 to the year 1987, Pangasinan Division II as one separate school division had not been in the books nor annual reports of school heads and district supervisors in Pangasinan and the rest of the 4th, 5th and 6th congressional districts of the province (DepEd Pangasinan II, 2020). In particular, the sixth district is composed of ten municipalities.

After studying the previous researches, the researchers found out that such research has not been yet conducted, so this research is conceived in his workplace. To substantiate these scenarios and possibly determine what practices of the elementary school teachers causes these situations, the researcher is motivated to explore the degree of emotional quotient and personality traits of teachers.

The abovementioned realities prompted the researchers to examine the emotional intelligence and personality traits among teachers using a descriptive-survey research design. Likewise, a relationship between those two constructs was determined to come up with teacher development plan designed to strengthen the emotional intelligence of teachers and personality traits of teachers.

Conceptual Framework

Emotional quotient took its origin from emotional intelligence by Goleman. Goleman broadened Mayer's and Salovey's four-branch system to include five essential elements of emotional intelligence or EQ. EQ includes emotional self-awareness (knowing what one is feeling at any given time and understanding the impact those moods have on others), self-regulation (controlling or redirecting one's emotions; anticipating consequences before acting on impulse), motivation (utilizing emotional factors to achieve goals, enjoy the learning process and persevere

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

in the face of obstacles), empathy (sensing the emotions of others) and social skills (managing relationships, inspiring others and inducing desired responses from them) (Wallbridge, 2021).

The study uses the Input-Process-Output Model (IPO). According to Canonizado (2021), the IPO model represents the summary of various related articles that explains the processes involved. IPO model directs the researcher in coming-up with a series of action required in the entire duration of the given educational research. It considers the insights of the other researchers, their observations, and their findings on the subject of their educational research. The model is a process viewed as series of boxes (processing elements) connected by inputs and output. Information or material objects flow through series of tasks or activities based on a set of rules and decision points.

This study determined the degree of emotional quotient and level of personality traits of public elementary school teachers in Manila Division as shown in Figure 1. The first independent variable of the study assesses the profile of the public elementary school teachers of Manila Division. The second independent variable was the degree of their emotional quotient and the last independent variable was their level of challenges.

Processes are the mediating mechanisms that convert inputs to outputs. A key aspect of the definition is that processes represent interactions that take place among team members. In this case, the process involves the questionnaires administration, the data collection procedures, and the statistical treatment of data as well as the interpretation.

The output refers to the action taken after interpreting the results of the study. In this case, the enhancement program serves as the final output of this study.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

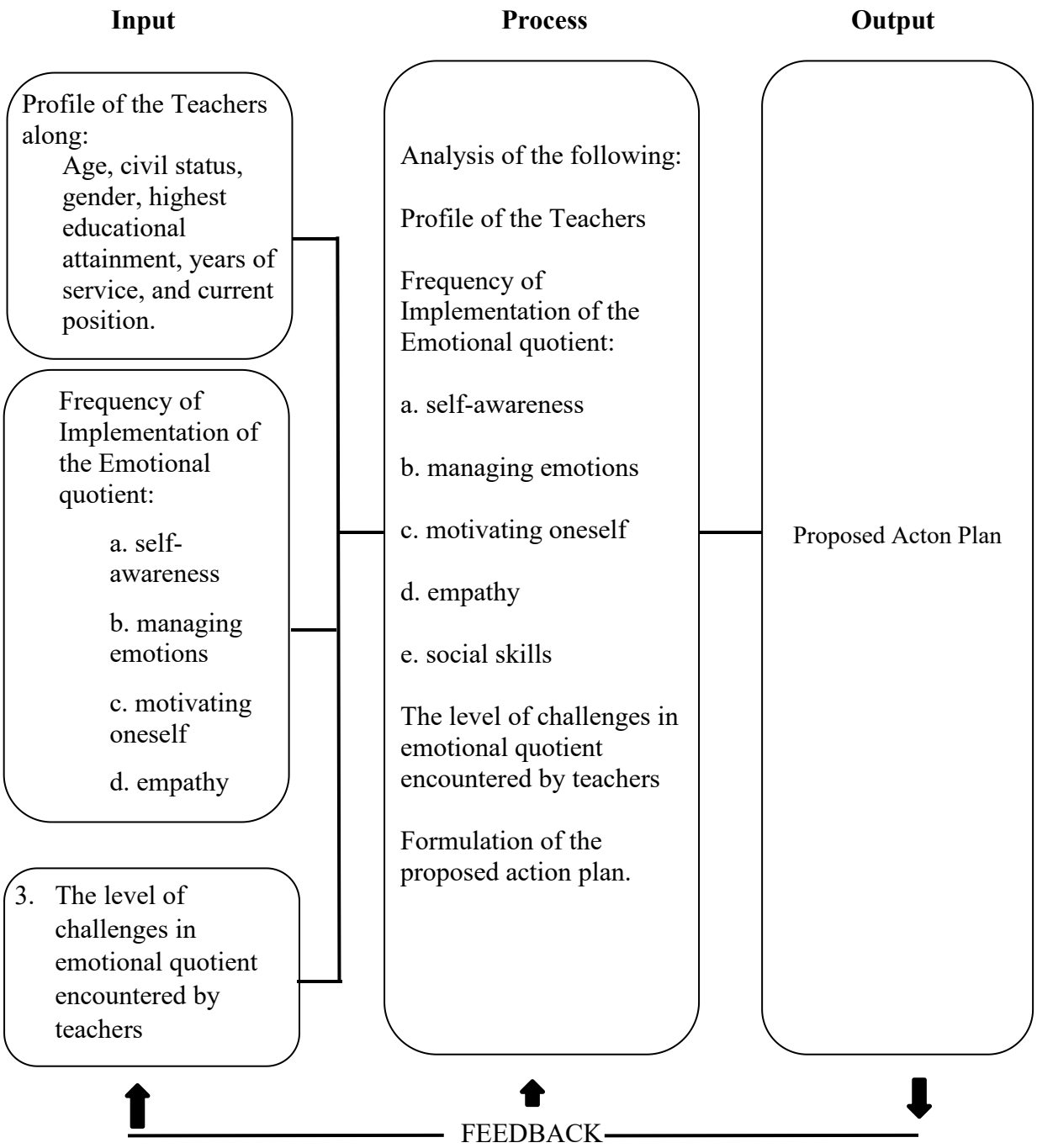


Figure I.

Paradigm of the study

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Statement of the Problem

This study aimed to determine the level of emotional quotient of public elementary school teachers of Manila Division as basis in the enhancement program.

Specifically, it sought answers to the following questions:

1. What is the profile of teacher-respondents along:
    a. age;
    b. gender;
    c. civil status;
    d. highest educational attainment
    e. years on service; and
    f. current position?
2. What is the level of emotional quotient of the teacher-respondents in terms of:
    a. self-awareness;
    b. managing emotions;
    c. motivating one-self;
    d. empathy; and
    e. social skill?
3. What is the level of challenges in emotional quotient encountered by teachers in public elementary schools?
4. Is there a significant relationship between emotional quotient of teachers across their profile variables?
5. What enhancement program can be proposed to improve / enhance the emotional quotient of teachers?

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

6. What is the level of acceptability of the proposed enhancement program?

Hypothesis

The following hypothesis was tested in its null form at 0.05 level of significance.

1. There is no significant relationship between emotional quotient of teachers across their profile variables.

Significance of the Study

This study is found to positively affect the following:

Department of Education. This study would provide DepEd information that could be used in strengthening their policy, programs and projects on emotional quotient. This research will also be used in formulating management programs and interventions of school leaders in addressing their teachers' mental health and stress levels.

School Administrators. The result of this study is useful for to look into teachers' welfare. The school leaders should assess teachers' ability to deal with their personal problems as this would lead to poor teaching performance. Knowing teachers' condition would guide the school leaders on how to assist them in regulating their personal issues and provide appropriate training for the improvement of teachers' well –being. It is therefore hoped that the school leaders will introduce these approaches to teachers to help them manage their personal issues and eventually become successful in their professional lives; thus, the risk of poor students' learning outcomes is prevented. The results of this study can be used by the school administrators as basis in the formulation of the school planning like the School Improvement Plan (SIP), Annual Implementation Plan (AIP) and Gender and Development Plan (GAD).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Teachers. It is a known fact that teachers are faced with numerous tasks which include lesson plan or DLL plan preparations, working on the instructional materials, managing and beautifying the classrooms and a lot of others which proved difficult for them to accomplish at a given time. This study would help to prevent pathologies associated with the teaching function, such as burnout due to prolonged exposures of stress, factors and individual characteristics such as age and years of experience, gender of teachers and poorly or unsustainable working conditions. Teachers can take an active lead in the promotion of mental health.

Learners. If the hypotheses in this study are substantiated, its results could be used to outline the importance of teacher emotional quotient as a factor in effective teaching and increased learner academic achievement. Teachers may use the result of this study in the integration of mental health in their lessons or in their developed Self-learning materials (SLMs).

Researchers. They may be able to use the result of the study in further research similar to what the study is. This will persuade and serve as a stepping stone for them to conduct further research activities. If results of the current study do indicate a significant relationship between the two variables, future researchers will be able to build on these results. In the near future, studies can aim to replicate the results, first with similar populations to help substantiate results and later with other populations to help generalize findings.

Scope and Delimitation

This study was primarily conducted to investigate the emotional quotient of teachers of the elementary school teachers in Manila Division. This study further delimited to the analysis of the emotional quotients and relationships of variables such as age, gender, civil status, educational qualifications, and number of years of teaching experience as well as the current position. The results of this study were derived from the subject's responses to the questionnaires which would

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

be the basis of analyzing the emotional quotients of the teachers under study.

Definition of Terms

The following terms and phrases operationally used in this study for clearer and understanding of the readers.

Age. It refers to the number of years the teacher has lived. In this study, it is classified into six age groups: 61 years old and above, 31 to 40 years old, 51 to 60 years old, 21 to 30 years old, 41 to 50 years old, and below 21.

Agreeableness. Agreeableness reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people.

Civil Status. This refers to the status of teachers with reference to marriage. One teacher may be single, married, separated and widowed.

Conscientiousness. It is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.

Current Position. It refers to the title of the teaching staff which can be Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, Head Teacher and SPED Teacher.

Empathy. This includes having a better understanding of others' points of view, improved compassion and empathy to others' emotions, and high listening skills.

Emotional Quotient. This phrase refers to the control of one's temperament to face the word at large with a minimum effectiveness, carefulness and usually considerate behavior and the ability of facing and accepting the realities of life.

Extroversion. Extroversion is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Highest Educational Attainment. It refers to the degree received after a formal or non-formal schooling which is accredited by recognized institutions like the DepEd, TESDA and CHED.

Managing emotions. This includes the ability to manage the emotions after they have been recognized, a better resistance to disappointment and irritation reduction.

Motivating Oneself. This refers to the facet of harnessing emotions productively includes the ability to motivate oneself, to delay momentary joy in the interest of long-term goals, to be more responsible, less impulsive and show more poise, as well as the ability to concentrate on tasks and not procrastinate them.

Openness. This refers to the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

Personality traits. It is the sum total of habits, attitudes, attitudes and trait of any individual.

Self-awareness. This refers to the ability to knowing one's emotions, to recognize an emotion or a feeling in the exact moment that is happening, to perceive and name own feelings and emotions, to comprehend the reasons for emotions and to perceive the distinction between emotions and actions.

Social Skills. This pertains to the expanded capacity to examine and understand relationships, the capacity to solve disagreements and handling conflicts, a good extent of empathy, communication of emotions and solving problems skills, extroverted attitudes and likeability (Romeu, 2021).

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
Online ISSN: 3082-5121
https://aijsseaf.com
me 2 Issue 11 (2026)

Chapter 2

RESEARCH METHODOLOGY

Research Design

This study utilized the descriptive survey type of research. Descriptive research is a quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions (Fluet, 2021). Fox & Bayat (2007) described descriptive research aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. Descriptive studies describe various aspects of the phenomenon. The survey method is the most popular by far. It allows to measure actual behavior and not rely on reported or intended behavior. While it's often more expensive, time-consuming, and difficult, it's worth considering under the right circumstances and if research question allows it functions (Fluet, 2021). Furthermore, descriptive research involves an element of interpretation of the meaning of the significance of what was described (Punongbayan and Bauzon, 2015). This method was concerned with conditions and relations that exist, practices that prevail, beliefs, points of view or attitudes that are being felt.

The descriptive research design was appropriate for this study because it primarily focused on the description and segment that occurred in certain phenomena. It was designed to analyze and quantified the profile of the respondents, the level of emotional quotient of the teacher-respondents, and the level of challenges in emotional quotient encountered by teachers in public elementary school.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Locale and Population

This study included 174 public elementary school teachers from District VI Manila City Division. The sample size of 174 and 11 school heads was obtained with a 95% confidence level and 5% precision. Martinez-Mesa, Gonzales-Chica, Duquia, Bonamigo, & Bastos (2016) selected the participants using a simple random sampling technique. Before the administration of the instruments, participants were informed of their voluntary participation. They were assured that their responses would be treated confidentially and would be used only for research purposes. The distribution of respondents is presented in Table 1.

Table 1
Distribution of Respondents by School

Name of School	No. of Teachers	No. of Administration
1. Bacood Elementary School	17	1
2. Bagong Barangay Elementary School	15	1
3. Bagong Diwa Elementary School	16	1
4. Beata Elementary School	12	1
5. Fernando Amorsolo Elementary School	15	1
6. Geronimo Santiago Elementary School	16	1
7. Pio del Pilar Elementary School	15	1
8. Sta. Ana Elementary School	16	1
9. Tomas Earnshaw Elementary School	15	1
10. Jacinto Zamora Elementary School	17	1
11. General Emilio Aguinaldo Integrated School (Elementary Department)	20	1
Total	**174**	**11**

Data Collection Instrument

The researcher used a questionnaire in order to obtain the data needed for the respondents

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

of the study. Zulueta and Costales (2022) defined a questionnaire as a set of orderly arranged questions, carefully prepared to answer the specific problems of the study. It is list of questions to be answered by a group of people especially designed to get facts or information.

Prior to the administration of checklist, a letter of request to conduct the study was submitted to the office of Public Schools District Supervisor of different districts of Manila for approval. This was done to get assurance from higher authority relative for their support and cooperation during the conduct of study.

The data were collected personally by the researcher. Teachers were given the appropriate instructions and were assured that their participation was optional and that their responses would remain anonymous.

The first part of the questionnaire provides information on the profile of the teachers along age, gender, civil status, educational attainment, length of service and position. The second part of the questionnaire aims to determine the emotional quotient of teachers. The researcher adopted questionnaires for this study, namely, Emotional Intelligence (EI) created by Goleman and Gurin (1995) as applied by Jimenez (2020) to identify the Emotional Intelligence of the respondents which includes self-awareness, managing emotions, motivating oneself, empathy, and social skill. The next part of the questionnaire measures the challenges encountered.

Before utilizing a questionnaire, the instrument was subjected for experts' validation. After completing the suggested modifications to the summaries and items' wording and context, the items that have not been primarily agreed upon in terms of constructions were presented anew. Finally, modified questionnaires were utilized to collect the data for the study.

The questionnaire was submitted to the thesis adviser for comments, suggestions and corrections. It was also given to experts for comments, suggestions and corrections. The validity

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

of the data-gathering instrument was described in terms of the following scale values with the corresponding descriptive equivalence**:**

Scale Mean	Descriptive Equivalence
4.21- 5.00	Highly Valid
3.41- 4.20	Valid
2.61- 3.40	Moderately Valid
1.81- 2.60	Fairly Valid
1.00- 1.80	Not Valid

Before conducting the actual survey, the instrument was piloted to teachers who were non-respondents of the study for establishing reliability. The survey materials were distributed to ten public elementary school teachers who enrolled in the graduate school. The retrieved questionnaire was subjected to reliability using Cronbach's alpha. The obtained Cronbach's alpha was 0.73.

Statistical Treatment

The data collected in this study were organized and classified based on the research design and the problems formulated. The data were encoded, tallied, and tabulated to facilitate the presentation and interpretation of the results. Statistical techniques helped the researcher in determining the validity and reliability of their research instrument.

In this study, the following statistical tools were used to treat, analyze and interpret the results:

Frequency count and percentages. The profile of teachers was described through frequency count, mean and percentages. A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. It is a particularly useful method of expressing the relative frequency of survey responses and other data. Many times, percentage frequency distributions were displayed in tables or as bar graphs or pie charts. The process of creating a percentage frequency distribution involves first identifying the total number of observations to be represented; then counting the total number of observations

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

within each data point or grouping of data points; and then dividing the number of observations within each data point or grouping of data points by the total number of observations. The sum of all the percentages corresponding to each data (Lavrakas, 2008).

Average Weighted mean. This statistical tool was used to answer sub-problems 2 and 3. The weighted mean is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together. It is very useful when calculating a theoretically expected outcome where each outcome has a different probability of occurring, which is the key feature that distinguishes the weighted mean from the arithmetic mean. The formula is:

$X=\frac{\Sigma f x}{n}$ where: x – weighted mean

$\Sigma f x$ = the sum of all the predicts of f and x of being the frequency of each operation as the weight of each operation

n = number of respondents

Their responses were presented using cross tabulation with the descriptive equivalent as reference for the vertical column.

Scale Range	Descriptive Equivalence
4.21 -5.00	Very High
3.4 - 4.20	High
2.61 -3.40	Moderately High
1.81-2.60	Low
1.82– 1.80	Very Low

The level of seriousness of the problems encountered by the teachers was determined through weighted mean using the scale below

Scale Range	Descriptive Equivalence
4.21 – 5.00	Very Much Serious
3.41 – 4.20	Much Serious

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

2.61 – 3.40	Moderately Serious
1.81 – 2.60	Slightly Serious
1.00 – 1.80	Not Serious

Chi-square. Chi-square was applied to measure the relationship between emotional quotient and profile variables. Chi Square statistic is used for testing relationships between categorical variables. The null hypothesis of the Chi-Square test is that no relationship exists on the categorical variables in the population (Zuleta & Costales, 2013).

The proposed enhancement training program was presented through a training proposal including the training proposal matrix.

The acceptability of the proposed enhancement program was measured through a questionnaire and interpreted through weighted mean. The acceptability and validity were carried by three school heads and one supervisor. A tool in evaluating the acceptability of the training is attached in the appendix

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

Chapter 3

RESULTS AND DISCUSSIONS

Profile of Respondents

This study determined the profile of the elementary school teachers in the Division of Manila. It was measured along age, gender, civil status, position, highest educational attainment, years of service and position. Table 2 presented the profile of respondents.

Table 2
Profile of the Respondents

Profile	f	%
Age		
61 and above	28	16.09
41–50	66	37.93
31–40	54	31.03
21–30	26	14.94
Below 21	0	0.00
Gender		
Male	31	17.82
Female	143	82.18
Civil Status		
Single	38	21.84
Married	128	73.56
Widowed	6	3.45
Separated	2	1.15
Highest Educational Attainment		
Doctorate Degree	6	3.45
Doctorate with units only	14	8.05
Master's Degree	90	51.72
Master's with units only	64	36.78
Years of Service		
5 years and below	20	11.49
6–10 years	80	45.98
11–15 years	30	17.24

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

16 years and above	44	25.29
Position		
Master Teacher	20	11.49
Teacher III	102	58.62
Teacher II	20	11.49
Teacher I	32	18.40
Total Respondents	**174**	**100.00**

Age. The age profile of respondents, as shown in Table 2, is dominated by the age group of 41-50 with 66 respondents or 37.93 percent This means that among the 100 respondents, most belong to the middle-aged group, while ages 31-40 come next with 54 respondents or 31.03 percent. It was followed by 61 and above, nearing the retirement stage. There are also 26 respondents who belong to the 14.94 years. Age has been proven in many studies to have effect on workers and employees in various places and countries. The said result is similar to the study of Caravatti (2016) who found that the median age of teachers in the survey was 41 years.

Gender. As to sex, female respondents outnumbered male ones with a difference of 143 or 82.18 percent indicating that up to now most women professionals opt to be connected with the education sector. This implies that the secondary schools in Basista Pangasinan I Division is largely dominated by female leaders. The result of this study is similar to the research findings of Rilveria (2018), Caravatti (2016), Jimenez (2020), Galanakis et. al. (2021), and Yazon and Ang-Manaig (2019).

Civil Status. Civil status reveals a big difference between married and single respondents for up to more than 73.56 percent in favor of the married ones. 21.83 percent of the teachers are single while two of them are widowed. This result is affirmed by Jimenez (2020) which found most of the respondents are married.

Highest Educational attainment. The academic qualifications of the teacher participants

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

are outlined above. 90 participants have furthered their studies and completed master's degree with units only while 64 teachers have completed a Master's degree. One must keep in mind that this qualification is followed by a professional teaching qualification. Most of the teachers have attained higher degree of education, thus they are expected to have in-depth knowledge, understanding and skills.

Length of service. In terms of years of service, the table divulge that there are 40 or 40 percent who are in the service for 16 years and above; 80 or 45.97 percent were in the service for 6-10 years; 20 or 11.49 percent were in the service for 5 years and below. The result shows that most of the teachers are already long in the service.

Position. The data of the study revealed that the participants are mostly Teacher III with 102 of them. Meanwhile, there are 20 master teachers and 32 Teacher I. In the study of Llego (2020) and Jimenez (2020), most of the teachers occupy Teacher III position.

Emotional quotient of teachers along self-awareness

This study measured the degree of emotional quotient of teachers along self-awareness, managing emotion, motivating one-self, empathy and social skills. The result of the investigation is presented in tables 3-8.

Table 3. Level of Self-awareness

Indicator	Weighted Mean	Description
1. I realize immediately when I lose my temper.	4.31	Very High
2. I know when I am happy.	4.73	Very High
3. I usually recognize when I am stressed.	4.37	Very High
4. When I am being emotional" I am aware of this	4.42	Very High
5. When I feel anxious, I usually can account the reason/s.	4.13	High
6. I always know when I'm being unreasonable	4.14	High
7. Awareness of my own emotions is very	4.48	Very High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

important to me at all times.		
8. I can tell if someone has upset or annoyed me.	4.13	High
9. I can let anger "go" quickly so that it no longer affects me	4.14	High
10. I know what makes me happy	4.58	Very High
Total Weighted Mean	**4.34**	**Very High**

Table 3 reflects the emotional quotient of teachers along self-awareness. Based on the results presented, it can be said that teachers have very high self-awareness as attested by its weighted mean of 4.34. On a positive note, the participants got the highest mean score on the second indicator which is about knowing when one is happy. Teachers were also seen to have high self-awareness in terms of knowing when one is happy (4.73). It was followed by knowing what makes one happy (4.58).

Teachers were also observed to have very high self-awareness in terms of awareness of own emotions is very important to me at all times, aware when being emotional, and recognize when one is stressed.

This result is supported by Jimenez (2020) who found similar result on his study.

Managing Emotion

Table 4. Level of Managing Emotion

Indicator	Weighted Mean	Description
1. I can "reframe" bad situations quickly.	4.14	High
2. I do not wear my "hear on my sleeve".	4.02	High
3. Others can rarely tell what kind of mood I am in	3.96	High
4. I rarely "flu off the handle" at other people.	3.97	High
5. Difficult people do not annoy me.	3.91	High
6. I can consciously alter my frame of mind or mood	4.04	High
7. I do not let stressful situations or people affect me once I have left work.	4.26	Very High
8. I rarely worry about work or life in general	4.03	High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

9. I can surpass my emotions when I need to	4.25	Very High
10. Others often do not know I am feeling about things.	4.16	High
Total Weighted Mean	**4.07**	**High**

Emotional intelligence starts with what is called self- and social awareness, the ability to recognize emotions (and their impact) in both yourself and others (Bariso, 2019). Moreover, emotional intelligence requires recognizing emotions in others, but this other awareness doesn't mean shying away from speaking the truth. People with emotional intelligence know how important it is that tough messages get heard (Murphy, 2016).

Motivating Oneself

The scores on the table 4 would say that ten indicators of managing emotions are relatively high with a mean score of above 4.07. Teachers were also observed to have high emotional quotient in terms of not letting stressful situations or people affect one once have left work, surpassed emotions when needed, and others often do not know one is feeling about things. This result has been affirmed by Llego (2020) who found in his study that teachers have high appraisal of own emotion and high utilization of emotion. Similarly, Go et. al. (2020, said that teachers have a high level of emotional intelligence in general and excelling, specifically in the act of "using emotion" despite experiencing personal problems. The respondents' high emotional intelligence indicate that they have full control of their emotions even when they experience personal problems.

Table 5. Level of Motivating Oneself

Indicator	Weighted Mean	Description
1. I am able to always motive myself to do difficult tasks.	4.33	Very High
2. I am usually able to prioritize important activities at work and get on with them	4.42	Very High
3. I always meet deadlines	4.37	Very High
4. I never waste time.	4.33	Very High
5. I do not prevaricate (deviate from truth).	4.29	Very High
6. I believe you should do the difficult things	4.20	High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

first.		
7. Delayed gratification is a virtue that I hold onto.	4.08	High
8. I believe in "Action this Day"	4.43	Very High
9. I can always motivate myself even when I feel low	4.33	Very High
10. Motivations has been the key to my success	4.59	Very High
Total Weighted Mean	**4.34**	**Very High**

In terms of motivating oneself, teachers registered a weighted mean of 4.34 which is described as very high. Teachers were seen to display emotional quotient in terms of motivations has been the key to my success, prioritize important activities at work and get on with them, and believe in "Action this Day". Teachers also displayed motivating oneself even when one feel low, never waste time, and always meet deadlines. Teachers rated themselves high in believing you should do the difficult things first, and delayed gratification is a virtue that I hold onto.

This result is parallel to the finding of Sanchez (2020) who found in his study that teachers have high emotional quotient in terms of motivating oneself.

Level of Empathy

Table 6. Level of Empathy

Indicator	Weighted Mean	Description
1. I am always able to see things from the other person's viewpoint	4.34	Very High
2. I am excellent at empathizing with someone else's problem	4.27	Very High
3. I can tell if someone is not happy with me	4.24	Very High
4. I can tell if a team of people are not getting along with each other	4.20	High
5. I can usually understand why people are being difficult towards me.	4.20	High
6. Other individuals are not "difficult" just "different"	4.33	Very High
7. I can understand if I am being unreasonable	4.24	Very High
8. I can understand why my actions sometimes offend others	4.24	Very High
9. I can sometimes see things from others' point of view.	4.27	Very High
10. Reasons for disagreements are always clear	4.28	Very High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

to me.		
Total Weighted Mean	**4.26**	**Very High**

The ability to show empathy, which includes understanding others' thoughts and feelings, helps you connect with others. Empathy doesn't necessarily mean agreeing with another person's point of view but rather, it's about striving to understand which allows you to build deeper relationships (Bariso, 2019).

This area of emotional quotient was investigated in this study. The result of the investigation reveals a very high degree of emotional quotient as attested by the weighted mean of 4.26. Teachers were observed to be able to see things from the other person's viewpoint, other individuals are not "difficult" just "different", and reasons for disagreements are always clear to one.

Social Skills

Table 7. Level of Social Skill

Indicator	Weighted Mean	Description
1. I am an excellent listener.	4.46	Very High
2. I never interrupt other people's conversations.	4.46	Very High
3. I am good at adapting and mixing with a variety of people	4.30	Very High
4. People are the most interesting thing in life for me.	4.23	Very High
5. I love to meet new people and get to know what makes them "tick	4.25	Very High
6. I need a variety of work colleagues to make my job interesting	4.21	Very High
7. I like to ask questions to find out what it is important to people.	4.27	Very High
8. I see working with difficult people as simply a challenge to win them over	4.20	High
9. I am good at reconciling differences with other people	4.21	Very High
10. I generally build solid relationships with those I work with.	4.41	Very High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Total Weighted Mean	**4.30**	**Very High**

Having high emotional quotient would mean that one should possess social skills, hence this important area was also looked into in this investigation. Table 7 presents the result of the study. From the weighted mean of 4.30, it can be said that teachers have very high social skills. Teachers were able to be an excellent listener, ever interrupt other people's conversations, and generally build solid relationships with those I work with. Teachers are also able to be good at adapting and mixing with a variety of people, and like to ask questions to find out what it is important to people. This result resonates with the study of Jimenez (2020) who investigated the emotional quotient of teachers. The study was also supported by Llego (2020) who found social skills of teachers to be high.

Table 8. Summary of Emotional Quotient

Indicator	Weighted Mean	Description
Self-awareness	4.34	Very High
Managing emotion	4.07	High
Motivating oneself	4.34	Very High
Empathy	4.26	Very High
Social Skills	4.30	Very High
Total Weighted Mean	**4.26**	**Very High**

Table 8 presents the summary of the emotional quotient of teachers in the five areas. It can be seen that a weighted mean of 4.26 was registered which can be described as very high. Highest mean was seen both in self-awareness and motivating oneself. Meanwhile, managing emotion has the lowest mean.

With this result, school administrators may utilize or develop different approaches, interventions, and techniques that will help teachers understand and recognize their very own emotions. They should emphasize the importance of being emotionally intelligent teachers, so that they can face more complicated challenges in the field of education, especially in their relationship

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

with teachers. More trainings and seminars can be conducted for teachers to sustain their emotional intelligence. Any training program must incorporate activities or experiences on the different factors of emotional intelligence.

The said result is affirmed by in the study of Jimenez (2020) which found that most of the teachers have a very high emotional quotient. In the study of Sanchez et. al (2020) and Go et. al. (2020) most of the teachers have high emotional quotient as attested by their high burnout. Meanwhile, in the study of Romeu (2021) found that teachers have emotional quotient relatively high.

Challenges Encountered / Problems Encountered

This study also attempted to measure the challenges encountered by the teachers. Tables 9 present the result of the investigation conducted. The tables show the responses of the teachers, each treated according to its weighted means.

Table 9. Problems Encountered

Indicator	Weighted Mean	Description
1. being talkative and reserved	3.29	Moderately Serious
2. sometimes shy, inhibited	3.93	Much Serious
3. Tends to find fault with others	2.28	Slightly Serious
4. Starts quarrels with others	2.96	Moderately Serious
5. Can be cold and aloof	3.42	Much Serious
6. sometimes rude to others	2.75	Moderately Serious
7. Can be somewhat careless	2.75	Moderately Serious
8. Tends to be disorganized	2.99	Moderately Serious
9. Tends to be lazy	2.71	Moderately Serious
10. Is easily distracted	3.27	Moderately Serious
Total Weighted Mean	**2.84**	**Moderately Serious**

Table 9 presents the challenges / problems encountered by teachers. From these results, a weighted mean of 2.84 was computed which can be interpreted as moderately serious. Among the

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

indicators, highest mean was seen in being sometimes shy, inhibited. Teachers were also observed to display high cold and aloof.

Teachers perceived the following to be moderately serious: being talkative and reserved, starts quarrels with others, sometimes rude to others, can be somewhat careless, tends to be disorganized, tends to be lazy, and is easily distracted. Teachers posted the lowest mean in finding fault with others.

This finding is similar with the study results of Pan (2015) who investigated the challenges encountered by teachers. There were some teachers who were more cautious and unsure of new experiences (Sandlin, 2019). Agreeable teachers value getting along with others. They are considerate, friendly, generous, helpful, and willing to compromise their interests with others (Tamban and Banasihan, 2017). These findings are supported by Kant (2015) in his study on relationship of emotional quotient and personality traits.

This result is further supported by the findings of in the study of Mandal (2017), Collie (2021), and Rohani (2017).

Relationship between Emotional Quotient and Profile Variables

In determining the level of fiscal management of school heads, it is important to determine the demographic profile of the school heads. Their characteristics would reflect the service they will render toward the execution of their duties and responsibilities. Moreover, human capital theory (Becker, 1962) states that individuals possess human capital assets: their abilities, competencies, experiences, and skills. These assets can be gained through educational attainment, training and increased organizational performance. Human capital theory was relevant to this study because human capital assets are important factors in examining the extent of management structure of the principals.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Contingency theory can also be applied as framework on this study. In contingency theory of leadership, the success of the leader is a function of various contingencies: both internal and external. Organizational internal contingencies include demographics such as age, sex and education.

Hence, a relationship between these profile variables and the emotional quotient was examined. Further analysis of this study determines the relationship between emotional quotient of the elementary school teachers across the profile variables through application of chi-square.

Table 10. Relationship between level of emotional quotient across profile variables

Profile	r	p – value
Age	4.292	0.038
Gender	1.356	0.244
Civil Status	0.094	0.760
Highest Educational Attainment	2.379	0.123
Years in Services	1.558	0.212
Position	1.089	0.297

As evident in table 10, the four profile variables are not correlated with emotional quotient except for age which registered an r value of 4.292 and probability value of 0.038. The rest of the profile variables have their probability values exceed the critical value of 0.05. Overall, the Pearson Product-Moment Correlation statistics shows that there is no significance or correlation among the variables being tested.

The findings of the study are congruent to that of Jimenez (2020), Llego (2020), and Neves (2016) which found age to be related to emotional quotient. Sanchez et. al. (2020), (Galanakis et. al., 2021), Kant (2015) and Jimenez (2020) in his study found that gender is not related to emotional quotient.

Moreover, Jimenez (2020) found that civil status does not affect the emotional quotient. It was found by Jimenez (2021) that educational attainment is not related to emotional quotient of

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

teachers. Collie (2021) and Llego (2020) found that emotional intelligence has proven not to affect levels of emotional intelligence. Llego also proved that position is not related to emotional quotient. The findings contradict what were reported in the literature and the findings of Galanakis et. al. (2021) and Pan (2015), Mandal (2017) and Collie (2021) who found that gender is related to it.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Proposed Enhancement Program

I. Title: Enhancement of Teachers Emotional Quotient and Personality Trait

II. Background and Rationale

The teacher is the indispensable element of an education as he plays the significant role in imparting knowledge and love to the learners for their development in the society. It is the teacher who encompasses the leaners by her intuition, proximity and emotions. In this way, the teacher influences the learners not only by her professional efficiency but also by her personality and emotional intelligence (Mandal, 2017). Both personality and emotional intelligence of a teacher along with the academic efficiency can improve his teaching environment and professional success to create a consistent rapport with the learners.

The teacher is the indispensable element of an education as he plays the significant role in imparting knowledge and love to the learners for their development in the society. It is the teacher who encompasses the leaners by her intuition, proximity and emotions. In this way, the teacher influences the learners not only by her professional efficiency but also by her personality and emotional intelligence (Mandal, 2017). Both personality and emotional intelligence of a teacher along with the academic efficiency can improve his teaching environment and professional success to create a consistent rapport with the learners.

With these activities in mind, stress is a major draw-back of the profession. Lopez and Extremera (2017) as cited by Jimenez (2021) stressed that there is a negative association between emotional intelligence and tension dimensions through a systematic review of current evidences on emotional intelligence and exhaustion of teaching professionals. Although technology has helped the work of a teacher (computerization of grades, unlimited resources of activities, games on the net, social networking), it still boils down to a teacher's motivation to do.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

III. Description of the Enhancement Program

As a product of the study, this proposal is conceived to help respondents improve emotional quotient and personality traits to come up with the best assessment following the described tool and prepare the most effective Means of Verification (MOVs) in their assessments.

IV. Objectives

At the end of the enhancement program activities, the public secondary school principals in the division should be able to:

a. Develop self-awareness among teachers;
b. Manage emotions in dealing with difficult people;
c. Develop strategies to motivate oneself;
d. Develop empathy and social skills in dealing with difficult people

V. Expected Dates and Venues of Program Activities

The enhancement program is expected to be conducted on August 2023 through Google Meet. Participants are advised to stay in locations where they could connect easily and have a better focus on the activities.

VI. Strategies and Sub-Projects

The strategies to be used during this enhancement program is a combination of lecture and workshop where participants need to submit outputs online in the last day of every schedule as specified above. Furthermore, since it will be facilitated by the group officers, reminders will be disseminated as needs arise to keep participants updated of their assignments and related activities or functions.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

VII. Target Participants

Public Secondary School Principals / Teachers	Division Personnel	Proponent	Total
174	**9**	**1**	**191**

VIII. Fund Source

The webinar is free to all participants. They may use school connection and printing equipment such that these are needed for downloading and printing of resources.

IX. Financial Plan

The proposed enhancement program will be given free of charge to all participants. The proponents shall shoulder expenses for tokens of appreciations and certificates to speakers, facilitators, and participants.

X. Project Proponent

MELVIN M. MONTEMAYOR and Palaris Colleges, College of Graduate Studies

XI. Implementing Agency

DedEd Division of Manila

XII. Legal Bases

The following were used as legal bases on the conduct of this study:

a. DepEd Order No. 2, s.2015

b. RA 7836

c. Code of Ethics for Teachers

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

XIII. Proposed Program Matrix Design

Table 11. Training Matrix

Day		Activity	Speaker / In-Charge
I		Opening Program	
	AM	Topic 1 **Self-Awareness: Feeling of anxiety and annoyance**	Dr. Edgar T. Timbol Dagupan City Division
	PM	Topic 2: **Managing Emotion: Annoyance of Difficult People**	Dr. Pedro M. Verzosa Palaris Colleges San Carlos City, Pangasinan
II	AM	TOPIC 3 – **Motivating Oneself: Delayed Gratification**	Dr. Marianne R. Soriano Pangasinan National High School Division I of Pangasinan
	PM	**Zumba sessions**	
III			
	AM	Preliminaries / Energizer / Updates	
		TOPIC 4 – **Empathy: Understanding Difficult People**	
	PM	TOPIC 5 – **Social Skill: Working with Difficult People**	
IV	AM	Preliminaries / Energizer/ Announcement of Updates	
		Simulation and Role Play on Managing Stress	Dr. Edgar T. Timbol Dagupan City Division
	PM	**Challenges of Emotional Quotient of Teachers**	
		Yoga Session	

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Acceptability of the Proposed Enhancement Program

To achieve refinery of the program, it was presented first to her writing adviser for approval prior to floating it to four validators who were chosen by the researcher based on their expertise. Their evaluation of the program served as basis of its acceptability which shall also set its worthiness of being implemented in the near future.

Table 12. Acceptability of the Proposed Enhancement Program

Indicators	Weighted Mean	Description
1. The objectives of the training are clearly defined.	4.21	Very High
2. The topics covered are relevant.	3.85	High
3. The content is organized and easy to follow.	3.75	High
4. The training experience will be useful in work.	3.45	High
5. The trainers are knowledgeable about the topic.	4.05	High
6. The time allotted for the training is sufficient.	4.01	High
7. The training objectives are attainable.	3.99	High
8. The venue and facilities were adequate and comfortable.	3.98	High
9. Participation and interaction is encouraged.	4.21	Very High
10. The training has fund available.	3.87	High
Composite Mean	**3.94**	**High**

Table 12 presents the acceptability of the training. The results revealed that the training was rated high as indicated by the composite mean of 3.94. Highest mean was recorded on indicators (1), objectives of the training are clearly defined, (5) trainers are knowledgeable about the topic, and (6) time allotted for the training is sufficient. Meanwhile, lowest mean was posted by indicator (4) training experience will be useful in work. This gives the proposal the worthiness to be recommended to the Division of Pangasinan II for implementation.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Summary

This study aimed to determine the emotional quotient of teachers in the Public Elementary school Division of Manila during the school year 2025 – 2026. The analysis was confined on the following specific questions: (1) What is the profile of teacher-respondents? (2) What is the level of emotional quotients of thee teacher-respondents? (3) What is the level of problems encountered by teachers in public elementary school? (4) Is there a significant relationship between emotional quotient of teachers across their profile variables? and (5) Based on the findings what can be proposed to enhance the personality traits and emotional quotient of teachers? Involved in this study as subjects were the seventy (174) teachers from Public Elementary School Division of Manila.

Descriptive research design was employed in this study and questionnaire was the main instrument in gathering the data; distribution and retrieval of the questionnaire was personally done by the researcher. Frequency, percentage, and average weighted mean were the statistical used in determining the degree of effects of emotional quotient and level of personality traits. To determine the significant relationship, Pearson Moment of Correlation (r) and chi-square were utilized.

FINDINGS

Based on the analysis and interpretation of the data, the following findings were established:

1. The teacher-respondents were predominantly female, married, and within the middle-age group. Most had earned a master's degree, had been in the teaching service for six to ten years, and held the position of Teacher III.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 11 (2026)

2. The emotional quotient of teachers was generally assessed at a very high level. This indicates that teachers possess considerable emotional competencies in recognizing and understanding their emotions, maintaining motivation, demonstrating empathy, and establishing positive interpersonal relationships. However, managing emotions emerged as an area that requires further enhancement.
3. The challenges encountered by teachers in terms of emotional quotient were generally assessed as moderately serious. Among the identified challenges, being shy and inhibited emerged as the most pronounced concern, while the tendency to find fault with others was the least evident.
4. A significant relationship was established between teachers' emotional quotient and age, while no significant relationship was found with the other profile variables examined. This suggests that age may be associated with the development of emotional competencies.
5. An enhancement program was proposed to strengthen teachers' emotional quotient, particularly in self-awareness, managing emotions, self-motivation, empathy, and social skills, while addressing the challenges encountered in their professional environment.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The teacher-respondents possessed varied demographic and professional characteristics, reflecting differences in their personal backgrounds, educational qualifications, and teaching experiences.
2. Teachers demonstrated a very high level of emotional quotient, indicating their capacity to recognize and understand their emotions and maintain positive professional relationships. Nevertheless, managing emotions remains an area that requires continuous development.

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https://aijsseaf.com
Volume 2 Issue 11 (2026)

3. Teachers continued to experience moderately serious challenges related to emotional quotient, emphasizing the need for appropriate interventions that promote emotional stability, self-confidence, and positive interpersonal relationships.
4. Age was significantly related to teachers' emotional quotient, whereas the other profile variables showed no significant relationship. Thus, emotional quotient may be associated with certain developmental and experiential factors.
5. An enhancement program is necessary to sustain teachers' emotional strengths and address areas requiring improvement, thereby promoting their emotional well-being and professional effectiveness.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are offered:

1. The Schools Division Office may consider providing continuing professional development opportunities that promote teachers' emotional quotient and personal well-being through relevant seminars, workshops, and capacity-building activities.
2. School heads may strengthen school-based initiatives that promote emotional awareness, emotional regulation, self-motivation, empathy, and effective interpersonal relationships among teachers.
3. Teachers may actively participate in activities that enhance their emotional competencies, particularly stress management, emotional regulation, self-confidence, effective communication, and constructive interpersonal relationships.
4. Guidance personnel and school wellness coordinators may facilitate appropriate activities and support mechanisms that address teachers' emotional challenges and promote a positive and supportive school environment.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

5. The proposed enhancement program may be implemented and evaluated to determine its effectiveness in improving teachers' emotional quotient. Future researchers may also conduct related studies to explore other factors associated with teachers' emotional competencies and professional well-being.

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