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EMOTIONAL INTELLIGENCE AND TEACHING PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS OF ARITAO II DISTRICT

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ABSTRACT
Having emotional intelligence results in a contented and tranquil mind is essential for teachers in their teaching performance to be able to adapt to the diverse needs of their students. The study determined the significant relationship of emotional intelligence level and level of teaching performance of 20 public elementary school teachers of Aritao II district. This contributed the teachers. This study made use of the descriptive-correlational method and gather relevant data on emotional intelligence, the independent variable and teaching performance, the dependent variable, was assessed using the individual performance commitment rating form (IPCRF). The weighted average and Pearson product moment correlation coefficient were used for data analysis. The results showed no significant relationship between the components of emotional intelligence and teaching performance. All correlation coefficients were weak, and their corresponding p-values exceeded the 0.05 threshold. This suggests that the emotional intelligence of the teachers did not significantly influence their teaching performance ratings. Thus, this study shows the absence of a significant relationship which implies that the emotional intelligence of the respondents, as measured in this study, did not directly influence how they performed in their teaching roles. External or contextual variables such as years of experience, instructional methods, and institutional support may have played a more substantial role in determining their teaching effectiveness. Furthermore, this endeavor allows future research to venture on other factors that may greatly impact the teaching performance along with emotional intelligence.
KEYWORDS: *Emotional Intelligence, Teaching Performance, Aritao 2 District*

INTRODUCTION
People navigate a rich tapestry of emotions every day as they constantly interact with their surroundings. From the moment they wake up, sensory experiences—the gentle warmth of the sun, the melodious chirping of birds, or the enticing aroma of freshly brewed coffee—spark emotional responses that shape their thoughts, behaviors, and interactions. These responses color their perceptions of the world, fueling moments of excitement and anticipation as well as occasional frustration or anxiety when faced with challenges. By recognizing and understanding these emotional reactions, individuals can build deeper, more empathetic relationships, underscoring the vital role emotions play in all interpersonal connections.

Emotional intelligence (EI) is widely recognized as a key determinant of personal happiness and success. According to Hubscher-Davidson (2019), as cited by Quiblat and Quirap (2024), EI comprises the skills required to identify, understand, and manage one's emotions, impulses, and behaviors. This capacity has become especially significant in education, enabling teachers to regulate their own emotions, connect with their students, and foster a positive learning atmosphere (Goleman, 1995). For instance, public elementary school teachers in the Aritao II District often develop stronger relationships with their students, manage classrooms more effectively, and secure higher academic outcomes. By continuously cultivating meaningful relationships and modeling emotional and social competence, teachers not only create an engaging learning environment but also transform intentions into effective actions that help all individuals reach their personal goals.

A calm and content mind is often the reward of strong emotional intelligence. To meet the varied demands of their students—each with unique strengths, weaknesses, and learning styles—teachers must adapt, understand, and respond to individual differences. By exploring the impact of EI on instructional practices, student engagement, and overall effectiveness in teaching, educators can provide contextually tailored support that ensures every learner, regardless of background or ability, has an equal opportunity to succeed. Furthermore, emotional intelligence is essential for teacher well-being. Given the high-pressure nature of the profession, those who cannot manage their emotions effectively face a higher risk of burnout, whereas teachers with robust EI skills can navigate stress more successfully, maintaining both

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physical and mental health while continuing to deliver high-quality instruction.

Over time, emotional intelligence has emerged as a fascinating field with extensive implications. Mastery of EI not only enhances academic performance and leadership for students, teachers, and staff but also contributes to overall career success and personal fulfillment. Siddique et al. (2020), as cited by Kgosiemang and Khoza (2022), contend that the inherent challenges of teaching—rooted in constant human interaction—demand significant emotional resilience. Wang (2022) references a study based on Daniel Goleman's (2017) Emotional Intelligence theory, which highlights five components of EI: self-regulation, self-awareness, motivation, empathy, and social skills, and supports the idea that those with higher EI are more likely to succeed professionally. For teachers, in particular, social skills are crucial since social intelligence increasingly influences career advancement within organizations. Kotsou et al. (2018) further emphasize that while some research on EI in educational settings exists, more comprehensive studies are needed to examine its impact in both public and private sectors at individual and organizational levels.

This study is also linked to DepEd Order No. 2, s. 2015 which is known as Guidelines on the Establishment and Implementation of Results-based Performance Management System (RPMS) in DepEd and was revised recently as DepEd Order No. 17, s. 2025, known also as Interim Guidelines for the Deped Performance Management and Evaluation System (PMES) for teachers in the school year 2024-2025. The Philippine Performance Standards for Teachers (PPST) outlines the required skills and competencies of quality teachers, enabling them to cope with the emerging global frameworks. PPST helps assure parents and guardians that their children receive quality basic education from qualified professionals whose competencies are abreast with changes and advancements in the information age. Teachers must cultivate emotional intelligence abilities like self-awareness, self-regulation, and empathy in order to give every Filipino student quality education, according to the Department of Education (2017).

The importance of EI in teaching is highlighted in various studies. Siddique et al. (2020) synonymously similar with the research conducted by Galang (2024) in the Philippines, wherein, public elementary school teachers revealed a substantial relationship between EI and teaching performance, with instructors who scored higher on the scale typically performing better in the classroom. EI and teacher burnout were found to be highly correlated in another research of public teachers in the US; instructors with lower EI scores were more likely to be burned out (Maslach & Jackson, 1981). Castillo (2018) also discovered that emotional intelligence (EI) was a major predictor of teacher burnout, indicating that instructors with higher EI are better able to cope with stress and preserve their health.

Teachers today face mounting pressures due to ever-changing curricula and an evolving educational landscape shaped by both direct and indirect global influences. Overwhelming workloads—characterized by numerous reports and paperwork—exacerbate stress levels, leading to physical and emotional burnout that undermines teaching performance. However, educators with high emotional intelligence can better manage these challenges, ultimately enhancing their effectiveness in the classroom.

This study seeks to examine the relationship between emotional intelligence (EI) and the teaching performance of public elementary school teachers in the Aritao II District. In this research, EI serves as the independent variable, with its key components—self-awareness, self-regulation, motivation, empathy, and social skills—playing a pivotal role, while teaching performance is the dependent variable. Self-awareness enables teachers to recognize and understand their own emotions, whereas self-regulation pertains to managing those emotions effectively. Motivation involves harnessing emotional insights to achieve goals, and empathy is the capacity to comprehend and respond to others' feelings. Crucially, strong social skills underpin the ability to build meaningful relationships and communicate effectively.

By exploring these dynamics, the study aims to contribute to the development of a more emotionally intelligent teaching force—a vital factor in promoting student learning and achievement in the 21st century. Emphasizing the role of EI in teaching performance can raise awareness among educators, policymakers, and the public about the importance of nurturing these skills in teachers.

Aligned with the research agenda of the graduate school's Master of Arts in Education (M.A.E.D.) - Educational Administration program, this study addresses the gap in research on the connection between EI and teaching performance in the Philippines. It promises to enrich the existing literature by offering insights into how EI impacts teaching effectiveness and student outcomes. The findings could also guide the design of teacher training programs that prioritize EI development and inform school administrators and policymakers on strategies to support teachers' emotional growth.

Ultimately, potential outcomes of this study include enhanced teaching performance that motivates educators to inspire and shape young minds more effectively, thereby laying a stronger foundation for students' future academic success while increasing student engagement and motivation.

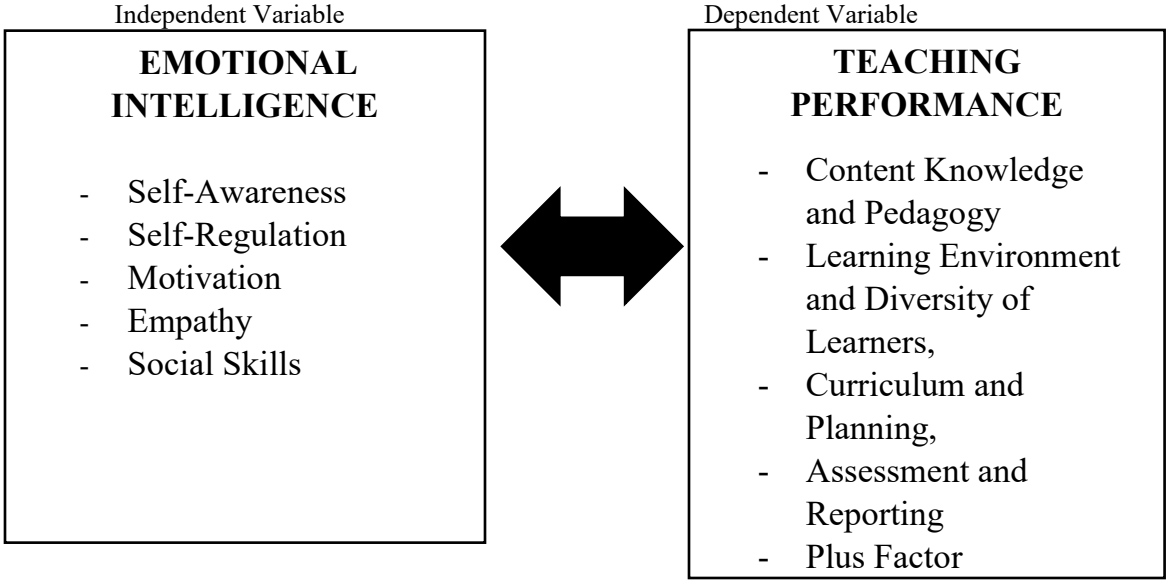
Although emotional intelligence (EI) is increasingly recognized for its significance in teaching, Metz (2023) points out a notable gap in the literature concerning its direct relationship with teaching performance in the Philippines. Nzomo (2012) observed a significant link between EI and teaching performance among public elementary school teachers; however, his study did not delve into how this relationship manifests broadly across public school settings. Similarly, research by Carmeli et al. (2010), as

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cited by Castillo (2018), revealed a strong connection between teacher burnout and EI but stopped short of examining its impact on overall teaching performance.

Overall, our understanding of how EI influences teaching performance in public elementary schools remains limited. This study aims to bridge that gap by investigating the relationship between emotional intelligence and the teaching performance of public elementary school teachers in the Aritao II district. In doing so, it seeks to highlight the critical role of EI in enhancing teaching effectiveness, which may, in turn, lead to better student outcomes and achievements.

CONCEPTUAL FRAMWORK



SIGNIFICANCE OF THE STUDY

The result of this study will benefit the following:

Elementary Teachers. They may be guided with the results as a good benchmark for basic education teachers who may have been dealing with teaching effectiveness issues to heighten the desire to improve pedagogical skills as well as content mastery-so that they too, could develop or hone the competence, skills and values and attitudes of their learners.

School Heads. They may be provided enrichment programs and activity plans to help the elementary school teachers and the other subject teachers develop and magnify their performance, emotional intelligence and teaching skills, through continuing professional education, attending seminars and training workshops that have to do with enhancing their personal skills, as well as improving teachers' pedagogical skills and content mastery.

Elementary Pupils. They can be catered with the best and enhanced basic education provided by committed teachers and this would also provide them with conducive learning atmosphere that would develop deeper social, emotional, and intellectual skills.

Curriculum Planners. They can be given insights into the value of offering psychology subjects as early as elementary suited for the demands and needs of 21st century skills to enable teachers and pupils to have a good grasp of the value of improving the teaching-learning process.

Future Researchers. This study would be valuable reference for researchers who would want to embark on similar studies, dealing with either variable not considered in the study.

STATEMENT OF THE PROBLEM

This research undertaking determined the emotional intelligence and teaching performance of the public elementary school teachers of Aritao II district.

It specifically sought answers to the following questions:

1. What is the emotional intelligence of the public elementary school teacher respondents from Aritao II district in terms of self-awareness, self-regulation, motivation, empathy, and social skills?
2. What is the respondents' level of performance along content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factor?
3. Is there a significant relationship between emotional intelligence and teaching performance of the respondents?

METHODOLOGY

This study will employ quantitative type of research. Quantitative Research is a systematic empirical investigation of any phenomena via statistical, mathematical or computational techniques. It tries to quantify and establish the relationship between variables with the help of statistical method. Moreover,

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the data obtained through quantitative research is comparable in nature and is represented in the form of table. Descriptive-correlational method will use to employ adapted questionnaire in gathering data on the respondents' emotional intelligences while on the level of teaching performance will use Individual Performance Commitment and Review Form (IPCRF) Rating of the teachers last school year 2023-2024.

This study will be conducted in Department of Education of Aritao II District, Aritao, Nueva Vizcaya. Aritao is the second gateway of Nueva Vizcaya in the South. Since the opening of the San Jose- Sta. Fe Road, commercial progress of this smallest town of the province has been remarkable. The national road which runs through, brought new business vigor and vitality. With its present advantageous position and potential wealth, Aritao is becoming one of the progressive towns in province. This progress must have induced other people in adjacent towns and provinces to settle in Aritao, eventually increasing school population. To ensure that quality instruction is delivered to the schools, Aritao District is subdivided into Aritao 1 and Aritao 2. Aritao 2 District consists of 13 schools but in this research, The respondents of this study are the public elementary school teachers of Aritao II District who will be selected from Cesario M. Tubiera Elementray School, Comon Central School and Latar Elementary School, using the purposive and stratified random sampling. From the 34 regular permanent teachers who were identified in the three (3) public elementary schools, there are only twenty (20) respondents or 59 % were identified which is within the standard set for the number of respondents for descriptive research.

A validated survey questionnaire utilized Likert Scale with 4 being the highest and 1 being lowest. To measure the result, it consists of fifty statements in order to measure emotional intelligence of the respondents. It has five domains namely: self-awareness (10 items), self-regulation (10 items), motivation (10 items), empathy (10 items) and social skills (10 items). The rating of the teachers in the Individual Performance Commitment and Rating Form (IPCRF) in the school year 2023-2024 were collected in order to know their level of teaching performance. The adjectival rating will be followed based form the scheme developed by the Department of Education which 5 being the outstanding and 1 being poor.

RESULTS AND DISCUSSION

The collected data, obtained through a survey questionnaire administered to public elementary school teachers in Aritao 2 District, is interpreted and analyzed to enhance comprehension of the computed findings.

Problem 1. What is the emotional intelligence of the public elementary school teacher respondents from Aritao II district in terms of self-awareness, self-regulation, motivation, empathy, and social skills?

Table 1 to 5 presents the Level of Emotional Intelligence in terms of Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills

Table 1. Level of Emotional Intelligence in terms of Self-Awareness

Indicators	Mean	Standard Deviation	Qualitative Description
1. I realize immediately when I lose my temper.	3.70	.470	Always
2. I know when I am happy.	3.90	.308	Always
3. I usually recognize when I am stressed.	3.55	.686	Always
4. I am aware when I am being 'emotional'.	3.35	.587	Often
5. I know the reason when I feel anxious.	3.65	.587	Always
6. I know when I'm being unreasonable.	3.35	.671	Often
7. I am aware of my emotions all the time.	3.60	.503	Always
8. I can tell if someone is upset or annoyed.	3.15	.671	Often
9. I can let anger 'go' quickly so that it no longer affects me.	3.30	.865	Often
10. I know what makes me happy.	3.80	.410	Always
Overall Mean	**3.54**	**0.576**	**Very High Self-awareness**

The results show that public elementary school teachers in Aritao II District have a very **high level of self-awareness**, with an overall mean score of **3.54**. This means that, on average, teachers are often aware of how they feel and how they react in different situations. Being emotionally aware helps them stay calm, think clearly, and respond properly, especially when they are teaching or dealing with students and co-teachers.

Among the indicators, the highest score was from the statement *"I know when I am happy,"* which had a mean of 3.90, described as *Always*. This shows that most teachers clearly recognize when they are in a good mood. Knowing when they feel happy helps them carry a positive attitude to school, which can make teaching more enjoyable and productive. The second highest mean was 3.80 from the item *"I know what makes me happy,"* also described as *Always*. This means the teachers not only recognize

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when they are happy but also understand what causes it. This kind of awareness helps them repeat the activities or situations that bring them joy, which can reduce stress and increase their motivation at work. The third highest score came from *"I realize immediately when I lose my temper,"* which had a mean of 3.70, also described as *Always.* This suggests that most teachers can quickly notice when they are getting angry. Being able to catch this early helps them manage their emotions and avoid saying or doing something they might regret, especially in front of students.

Meanwhile, the lowest score was seen in the statement *"I can tell if someone is upset or annoyed,"* which had a mean of 3.15, described as *Often*. This indicates that while teachers are usually in touch with their own emotions, they are a bit less sure when it comes to reading the feelings of others. The second lowest score was from *"I can let anger 'go' quickly so that it no longer affects me,"* with a mean of 3.30, also described as *Often*. This suggests that while many teachers try to manage their anger, some may still need more time or effort to let go of strong emotions after difficult situations.

The data show that teachers in this district have a strong understanding of their own emotions, which supports how they handle different situations in school. Their ability to stay aware of how they feel helps them manage their behavior and respond better during challenges. However, being more attentive to how others feel and working on releasing negative emotions more easily could further strengthen their relationships in the school community.

Table 2. Level of Emotional Intelligence in terms of Self-Regulation

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. I can 'reframe' bad situations quickly.	3.25	.639	Often
2. I openly show my emotion to others.	2.85	.745	Often
3. Others can rarely tell what kind of mood I am in.	2.85	.671	Often
4. I easily become very angry at other people.	1.90	.641	Rarely
5. Difficult people do not annoy me.	2.55	.686	Often
6. I consciously control one's thoughts, feelings and behaviors.	2.80	.951	Often
7. I do not let stressful situations or people affect me once I have left work.	2.79	.391	Often
8. I rarely worry about work or life in general.	2.90	.718	Often
9. I can suppress my emotions when I need to.	3.20	.696	Often
10. Others often do not know how I am feeling about things.	2.55	.686	Often
Overall Mean	**2.80**	**0.688**	**High Self-regulation**

The results indicate that the respondents have a high level of self-regulation, as reflected in the overall mean score of **2.80**. This suggests that the teachers are generally able to manage their thoughts, feelings, and actions in different situations. While their ability to regulate emotions is consistently observed, it also points to some areas where further development may be helpful. Self-regulation helps teachers stay focused, keep their emotions in check during challenging moments, and make thoughtful decisions inside and outside the classroom.

The highest mean was recorded in the statement *"I can 'reframe' bad situations quickly,"* which had a score of 3.25, interpreted as *Often*. This shows that teachers are generally able to look at negative experiences in a more positive or constructive way. This kind of mindset allows them to cope better with stressful or frustrating moments, which is useful in handling everyday pressures in teaching. The second highest indicator was *"I can suppress my emotions when I need to,"* with a mean of 3.20, also interpreted as *Often*. This means that many teachers can hold back strong emotions when the situation requires it, such as during heated discussions or classroom conflicts, helping them maintain professionalism. The third highest indicator *was "I rarely worry about work or life in general,"* which had a mean of 2.90, also described as *Often*. This suggests that teachers are fairly good at managing stress and not letting worries take over their thoughts. Being able to handle worries in a healthy way contributes to better mental well-being and job satisfaction.

On the other hand, the lowest score was seen in the statement *"I easily become very angry at other people,"* with a mean of 1.90, interpreted as *Rarely*. This is actually a positive result, as it shows that most teachers do not get angry easily. They are generally calm and composed, which is important in maintaining positive relationships in the school environment.

The findings show that the teachers demonstrate a good level of self-control, especially in how they handle emotions, stress, and challenging situations. They tend to think before reacting and try to approach things calmly. However, there is still room to further strengthen their ability to manage emotions in more complex or emotionally charged situations. Improving emotional control can enhance how they respond to pressure and build stronger connections with students, parents, and fellow teachers

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Table 3. Level of Emotional Intelligence in terms of Motivation

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. I am able to motivate myself to do difficult tasks.	3.50	.607	Always
2. I am able to priorities important activities at work and get on with them.	3.80	.410	Always
3. I meet deadlines.	3.25	.716	Often
4. I waste time.	1.80	.523	Rarely
5. I go for the truth.	3.75	.550	Always
6. I believe others should do the difficult things first.	2.45	.686	Rarely
7. Delayed gratification is a virtue that I hold on.	2.40	.940	Rarely
8. I believe in urgency and immediate action.	3.70	.470	Always
9. I can motivate myself even when I feel low.	3.35	.489	Often
10. Motivation has been the key to my success.	3.90	.308	Always
Overall Mean	**3.26**	**0.574**	**High Motivation**

The findings show that the respondents have a high level of motivation, with an overall mean score of 3.26. This indicates that teachers are generally driven to perform their responsibilities and are capable of pushing themselves to accomplish work-related goals. Motivation is important because it influences how teachers approach their daily tasks, meet expectations, and stay focused, especially when challenges arise.

Among the indicators, the highest score came from "Motivation has been the key to my success," with a mean of 3.90, described as Always. This suggests that teachers strongly believe in the value of staying motivated as part of their personal and professional growth. Many of them see motivation as the reason behind their achievements and steady performance in the classroom. The second highest mean was 3.80, from the statement "I am able to prioritize important activities at work and get on with them," also described as Always. This reflects the teachers' ability to focus on what matters most and take action without delay, which helps them stay organized and productive. The third highest indicator was "I go for the truth," which had a mean score of 3.75, also described as Always. This suggests that teachers value honesty and integrity, both of which are important in setting a good example for their students and maintaining trust within the school community. Being guided by truth helps them make fair decisions and handle situations with openness and sincerity.

Meanwhile, the lowest score was recorded in the item "I waste time," which had a mean of 1.80, described as Rarely. This is a positive result, as it implies that teachers generally avoid distractions and use their time wisely, which contributes to maintaining their work performance.

The results reveal that the teachers possess a strong sense of motivation, as shown in their willingness to meet deadlines, complete important tasks, and stay committed even during low moments. While a few areas such as delayed gratification and encouraging others to take on difficult tasks showed slightly lower scores, the general pattern still reflects a work-oriented mindset. This level of motivation supports their overall teaching effectiveness and ability to stay consistent in their duties.

Table 4. Level of Emotional Intelligence in terms of Empathy

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. I am able to see things from the other person's viewpoint.	3.25	.639	Often
2. I am excellent at empathizing with someone else' problem.	3.40	.598	Often
3. I can tell if someone is not happy with me.	3.00	.725	Often
4. I can tell if a team of people are not getting along with each other.	3.20	.523	Often
5. I can understand why people are being difficult towards me.	3.15	.671	Often
6. Other individuals are not 'difficult' just 'indifferent'.	3.10	.641	Often
7. I can understand if I am being unreasonable.	3.10	.718	Often

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8. I can understand why my actions sometimes offend others.	3.05	.826	Often
9. I can sometimes see things from others' point of view	3.10	.641	Often
10. I understand any reasons for disagreements	3.25	.550	Often
Overall Mean	**3.16**	**0.6532**	**High Empathy**

The results show that public elementary school teachers in Aritao II District have a high level of empathy, with an overall mean score of 3.16. This suggests that most teachers are often able to understand how others feel and respond to those emotions in a thoughtful way. Empathy is an important part of emotional intelligence because it helps teachers connect better with students, parents, and fellow teachers. It allows them to create a more caring and respectful environment, both inside and outside the classroom.

The highest score was recorded in the statement *"I am excellent at empathizing with someone else's problem,"* which received a mean of 3.40, interpreted as *Often*. This indicates that many teachers are able to relate to what others are going through and can offer emotional support when needed. This kind of understanding is important not just for resolving conflicts, but also for making students and peers feel heard and valued. There were two indicators that shared the second highest mean score of 3.25, both described as Often. These were *"I am able to see things from the other person's viewpoint"* and *"I understand any reasons for disagreements."* These results suggest that teachers are capable of looking at situations from different perspectives and are open to understanding the cause of disagreements, which helps in maintaining harmony and resolving issues in a peaceful way. The third highest score came from the indicator *"I can tell if a team of people are not getting along with each other,"* which had a mean score of 3.20, also interpreted as *Often*. This means that teachers are usually aware when there is tension or conflict among groups, which allows them to step in early or adjust their approach to keep teamwork smooth.

Meanwhile, the lowest score came from the statement *"I can tell if someone is not happy with me,"* with a mean of 3.00, also described as *Often*. Although this is still a favorable result, it suggests that teachers may sometimes miss signs when someone is upset with them, especially when the person does not express it openly.

The data shows that teachers in the district display a healthy level of empathy. They are able to understand others' feelings, recognize different perspectives, and respond with emotional consideration. This helps them maintain good relationships within the school community. While all items received positive ratings, becoming more sensitive to subtle emotional signals, especially from individuals who do not easily express their feelings, could further improve their interpersonal awareness and communication.

Table 5. Level of emotional intelligence in terms of social skills

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. I am an excellent listener.	3.45	.510	Always
2. I interrupt other people's conversations.	1.60	.503	Rarely
3. I am good at adapting and mingling with a variety of people	3.25	.716	Often
4. Interacting with people is an interesting thing in life for me.	3.30	.733	Often
5. I love to meet new people and get to know what is their habitual behavior.	3.10	.788	Often
6. I need a variety of work colleagues to make my job enjoyable.	3.10	.788	Often
7. I like to ask questions to find out what is important to people.	3.15	.745	Often
8. I see working with indifferent people as simply a challenge to win them over.	3.05	.826	Often
9. I am good at reconciling differences with other people.	3.10	.641	Often
10. I generally build relationships with those I work with.	3.60	.598	Always
Overall Mean	**3.23**	**0.705**	**High Social Skills**

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The findings show that respondents have a high level of social skills, with an overall mean score of 3.23. This suggests that, in general, teachers are comfortable interacting with others and are capable of building positive relationships in the workplace. Social skills are important in education because they help teachers communicate clearly, resolve conflicts peacefully, and maintain a healthy working environment with both students and fellow staff.

The highest score was recorded in the statement *"I generally build relationships with those I work with,"* which received a mean of 3.60, interpreted as *Always*. This indicates that most teachers naturally form good connections with their colleagues. Having strong relationships at work makes collaboration easier and creates a more supportive atmosphere in the school. The second highest indicator was *"I am an excellent listener,"* with a mean score of 3.45, also interpreted as Always. This reflects that many teachers pay attention when others speak, making those around them feel heard and respected, a valuable trait when working with students, parents, or co-teachers.

The third highest score came from *"Interacting with people is an interesting thing in life for me,"* which had a mean of 3.30, described as Often. This suggests that teachers enjoy connecting with others and find it meaningful, which can help them remain approachable and open in their day-to-day responsibilities. On the other hand, the lowest score was recorded in the statement *"I interrupt other people's conversations,"* with a mean of 1.60, interpreted as Rarely. This is a positive result, as it shows that most teachers do not tend to cut others off while speaking. It also reflects respect and patience in conversations, which are key to building trust and maintaining professionalism.

The data suggest that teachers show strong social abilities. They know how to communicate well, form connections, and adapt to different social situations. While all items received positive ratings, their consistent effort to listen, relate, and engage with others helps maintain a welcoming and cooperative school environment. These social skills are not only helpful in teaching but also in fostering teamwork and healthy communication within the school community.

Problem 2. What is the respondents' level of performance along content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factor?

Table 6 presents the Level of Performance of the Respondents along content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factor

Table 6. Level of performance of the respondents

Level of Performance	**Frequency** (n=20)	**Percentage** 100%
Outstanding	18	90
Very Satisfactory	2	10

Overall Mean Performance: **4.74**
Standard Deviation: **0.167**
Qualitative Description: **Outstanding**

Table 6 presents how the respondents performed in key areas of teaching such as content knowledge and pedagogy, managing a learning environment that respects diversity, curriculum planning, assessment and reporting, and other added responsibilities. The overall mean performance is 4.74, which is described as *Outstanding*. This means that, on average, the teachers consistently show excellent performance across these important aspects of their work, meeting and even going beyond the expectations in their roles.

Out of the 20 respondents, 18 or 90% were rated Outstanding, while 2 or 10% received a Very Satisfactory rating. These results clearly show that most teachers are highly capable and are doing their job at a very high level. Their strong performance suggests that they are well-prepared, organized, and responsive to their students' needs. It also reflects their professionalism and commitment to providing quality education.

Problem 3. Is there a significant relationship between emotional intelligence and teaching performance of the respondents?
Table 6 shows the Relationship between Emotional Intelligence and Teaching Performance of the respondents

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Table 6. Relationship between Emotional Intelligence and teaching performance of the respondents

Emotional Intelligence	Correlation Coefficient (r)	p-value (sig. 2-tailed)	Interpretation
Self-awareness	0.031	0.897	Not Significant
Self-regulation	0.042	0.861	Not Significant
Motivation	-0.232	0.234	Not Significant
Empathy	-0.321	0.168	Not Significant
Social Skills	-237	0.314	Not Significant

*0.05 level of significance

Table 6 presents the relationship between emotional intelligence and the teaching performance of the respondents. The results show that none of the five components of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills, showed a statistically significant relationship with teaching performance. This is based on the p-values, all of which are higher than the 0.05 level of significance. In simpler terms, this means that the emotional intelligence scores of the teachers do not have a direct or noticeable link to how they perform in their teaching duties based on the data gathered.

For instance, self-awareness had a correlation of 0.031 with a p-value of 0.897, and self-regulation had a correlation of 0.042 with a p-value of 0.861. These values indicate a very weak relationship that is not statistically meaningful. The same goes for motivation, empathy, and social skills, which also had weak or negative correlation values with p-values well above the accepted threshold. Although emotional intelligence is often believed to be an important part of effective teaching, the results in this particular group suggest that it did not significantly influence their teaching performance. It is possible that other factors such as teaching experience, classroom management skills, or school environment may have had a greater influence on their overall performance.

The absence of a significant relationship implies that emotional intelligence, while valuable for personal growth and interpersonal interactions, may not directly predict how teachers are rated in terms of performance. In this context, formal performance measures might be more closely aligned with observable instructional practices, lesson planning, assessment strategies, and professional conduct rather than internal emotional traits.

SUMMARY

This study focused on determining the relationship between emotional intelligence and the teaching performance of public elementary school teachers in Aritao II District during the school year 2024–2025.

Specifically, the study aimed to describe the levels of emotional intelligence of the respondents in terms of self-awareness, self-regulation, motivation, empathy, and social skills. It also aimed to assess their teaching performance and examine whether there is a significant relationship between each component of emotional intelligence and their teaching performance.

The study employed a descriptive-correlational research design. Data were collected from 20 public elementary school teachers using a validated questionnaire. Frequency and percentage were used to describe the demographic profile of the respondents. Mean and standard deviation were utilized to determine the levels of emotional intelligence and teaching performance. Pearson's Product-Moment Correlation Coefficient was applied to identify any significant relationship between the emotional intelligence variables and the respondents' teaching performance using a 0.05 level of significance.

The findings from the respondents were gathered by the researchers and analyzed and interpreted by an expert. The data revealed the following:

Level of Emotional Intelligence

The respondents demonstrated a very high level of self-awareness, with an overall mean of 3.54. This suggests that the teachers are consistently aware of their emotional states and are capable of identifying and managing their feelings across various situations.

For self-regulation, the computed overall mean was 2.80, which falls under the qualitative description of high. This indicates that while the respondents generally manage their emotions and behaviors effectively, some aspects of emotional control may benefit from further development.

The level of motivation was found to be high, with an overall mean of 3.26. This implies that the teachers possess a strong internal drive to complete tasks, meet expectations, and maintain consistent effort in their professional responsibilities.

With regard to empathy, the respondents obtained an overall mean of 3.16, also categorized as high. This reflects their ability to understand and consider the emotions of others, which is essential for fostering positive interpersonal relationships in the educational environment.

Lastly, the respondents exhibited a high level of social skills, as evidenced by an overall mean of 3.23. This indicates that the

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teachers generally possess effective communication and interpersonal abilities, enabling them to engage constructively with colleagues, learners, and stakeholders.

Level of Teaching Performance

The teaching performance of the respondents was rated as Outstanding, with an overall mean of 4.74. Eighteen out of twenty respondents received an Outstanding rating, while two were rated as Very Satisfactory. This indicates that most teachers consistently performed their duties with a high degree of effectiveness and professionalism.

Relationship between Emotional Intelligence and Teaching Performance.

The results showed no significant relationship between the components of emotional intelligence and teaching performance. All correlation coefficients were weak, and their corresponding p-values exceeded the 0.05 threshold. This suggests that the emotional intelligence of the teachers did not significantly influence their teaching performance ratings.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The respondents exhibited a generally high level of emotional intelligence, with self-awareness rated as very high, and self-regulation, motivation, empathy, and social skills all rated as high. This indicates that the teachers are emotionally aware, capable of managing their emotions, motivated in their professional responsibilities, empathetic toward others, and possess effective interpersonal skills.
2. The overall teaching performance of the public elementary school teachers in Aritao II District was rated Outstanding, with the majority demonstrating excellent competence in content knowledge, pedagogy, classroom management, assessment, and other teaching responsibilities.
3. The correlation analysis revealed that none of the emotional intelligence components showed a statistically significant relationship with teaching performance. This implies that the emotional intelligence of the respondents, as measured in this study, did not directly influence how they performed in their teaching roles. External or contextual variables such as years of experience, instructional methods, and institutional support may have played a more substantial role in determining their teaching effectiveness.

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