Emotional Intelligence and Effective Classroom Processes of Elementary Teachers

Jorabel L. Quizana , Cecilia Q. Velasco

Abstract

This study examined the relationship between emotional intelligence and effective classroom processes of elementary teachers. Specifically, it determined the level of emotional intelligence in terms of self-awareness, self-regulation, motivation, empathy, and social skills, as well as the level of effective classroom processes in terms of classroom management, classroom learning environment, instructional effectiveness, and student–teacher relationship. It also investigated the significant relationship between these variables. A quantitative correlational research design was employed, involving 180 elementary teachers. Data were collected using a validated survey questionnaire and analyzed using descriptive statistics and Spearman's rho correlation. The findings revealed that teachers demonstrated a very satisfactory level of emotional intelligence across all dimensions, with empathy and social skills obtaining the highest ratings. Similarly, teachers exhibited highly effective classroom processes, particularly in student–teacher relationships and classroom learning environment. Moreover, the results showed a statistically significant positive relationship between emotional intelligence and effective classroom processes ($p < 0.05$), indicating that higher levels of emotional intelligence are associated with more effective classroom practices. Among the components, social skills and empathy showed the strongest correlations. The study concludes that emotional intelligence significantly contributes to effective classroom processes. It is therefore recommended that schools implement professional development programs focusing on emotional intelligence, particularly in enhancing teachers' interpersonal competencies to improve teaching effectiveness and student outcomes.

Keywords: *Emotional, classroom processes, empathy, self*

.

1. Introduction

Teaching is not just about imparting knowledge and meeting curriculum criteria. It also means managing student behavior, creating a conducive learning environment, and maximizing class time. Today's teachers are struggling with disruptive behavior, low student engagement, and keeping the classroom in order. Such challenges affect the functioning of the classroom and the academic performance and well-being of students. Thus, classroom management has been recognized for a long time as a significant component of effective teaching.

Goleman (1995) says that teachers' emotional intelligence could influence the way they teach their courses. Emotional intelligence (EI) is the capacity to identify, understand, and manage one's own emotions and the emotions of others. Goleman defined five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Teachers who possess these skills are typically better able to handle stressful classroom scenarios, establish rapport with their pupils, and enforce discipline—all while fostering a positive atmosphere.

Teaching is an interpersonal job, and hence, emotional intelligence is essential. Teachers interact with parents, colleagues, administrators, and students. All these interactions require emotional intelligence and the ability to respond properly. For instance, a teacher who has empathy for their children is more likely to discover the reasons for misbehaving and offer positive remedies. Similarly, a teacher who can regulate their emotions is able to remain calm during a disturbance and hence is able to help de-escalate conflict rather than escalate it.

The link between emotional intelligence skills and achievement in the classroom has been shown in several studies. Brackett, Reyes, Rivers, Elbertson, and Salovey (2011) found that teachers with higher emotional intelligence have a better capacity to establish more supportive and more engaging classroom environments. Marzano & Marzano (2003) claim that strong teacher-student interactions are among the greatest classroom management

approaches, as they are based on empathy and social skills. In addition, Jennings and Greenberg (2009) argued that teachers' social and emotional competence plays a crucial role in their capacity to establish classroom discipline, students' motivation, and positive learning outcomes.

Classroom management is a big problem in the Philippines, especially in public schools, where teaching is more challenging because of large class sizes and a lack of resources. The curriculum design is continually changing, which makes teachers anxious and even worn out, as there is a lot of documentation to update and enhance. Sometimes teachers must manage various groups of students, many of whom come from a variety of ethnic and financial backgrounds. Under these situations, teachers need to depend on social skills and emotional awareness as well as rules and discipline, and this makes emotional intelligence even more important. Hence, understanding the relationship between teachers' emotional intelligence and their effectiveness in classroom management is relevant and suitable. Research (Brackett et al., 2010; Jennings & Greenberg, 2009; Valente et al., 2020) has documented that teachers with high emotional intelligence are more successful in managing classroom behavior, building positive student relationships, and creating a positive learning environment, even with the presence of challenges and stressors within the educational environment.

2. Methodology

This chapter presents the research design to be used in the conduct of the study, the population and sampling, research instrument, research procedure, and the statistical treatment of data.

2.1 Research Design

This study utilized a descriptive–correlational research design to examine the relationship between emotional intelligence and effective classroom processes among elementary teachers. The descriptive component of the design allowed the researcher to determine and describe the levels of emotional intelligence and effective classroom processes of the respondents. Through this, the study was able to present a clear profile of the teachers' emotional intelligence and their classroom processes as they naturally occurred in the school setting.

Meanwhile, the correlational component of the design was used to explore whether a significant relationship existed between emotional intelligence and effective classroom processes. This enabled the researcher to identify patterns of association between the two variables without establishing cause-and-effect relationships. This design was deemed appropriate for the study because it focused on examining naturally occurring conditions without manipulating any variables.

The findings were therefore reflective of actual classroom scenarios and gave valuable insights into the relationship between emotional intelligence and teachers' classroom efficiency. Descriptive–correlational designs are often used to describe variables and study correlations among variables that naturally exist, according to researchers who study research technique (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019; Gay, Mills, & Airasian, 2012).

2.2 Respondents of the Study

The respondents of this study were 180 primary teachers from 13 schools in Mulanay District II. The respondents were male and female teachers who were actively teaching at the elementary level. They were picked because they were directly involved in teaching and hence had direct experiences and insights linked to emotional intelligence and classroom operations.

The inclusion of respondents with different demographic profiles, such as age, educational level, and years of teaching experience, afforded a wider and more complete comprehension of the phenomenon under study. This diversity enabled the study to capture varied perspectives and experiences, which contributed to a more nuanced understanding of emotional intelligence in connection with the efficacy of classroom procedures.

By focusing primarily on elementary teachers, the study was able to underscore the importance of emotional intelligence in dealing with learner behavior, establishing positive teacher–student interactions, and developing an effective and supportive learning environment. Overall, the diversity of respondents contributed to the depth, credibility, and relevance of the findings so that they were more relevant to similar educational situations.

2.3 Population and Sampling

The respondents of the survey were the one hundred eighty (180) elementary teachers in Mulanay District II, representing the thirteen (13) public elementary schools in the district. The respondents selected were chosen

because they are directly involved in the teaching process in the classroom and are the key implementers of the classroom management measures. Consequently, they were deemed as very acceptable sources of data on emotional intelligence and its impact on effective classroom operations.

In the study, a total enumeration technique was adopted to incorporate all the individuals of the target population as respondents to guarantee the completeness and correctness of the data. This strategy removed the need for sample procedures and guaranteed that all teachers in the listed schools had an equal chance to participate in the study. The study was inclusive of the complete population, which minimized sampling bias and increased the representativeness of the results.

Total enumeration was considered appropriate because of the controllable size of the population. It made it possible for the researcher to collect data that was both extensive and dependable while being feasible to collect. Findings contributed to a more accurate and holistic knowledge of the relationship between emotional intelligence and effective classroom operations among elementary teachers in the district.

Table 1. *Distribution of the Respondents by School*

School	Actual Respondents
School A	7
School B	8
School C	8
School D	8
School E	8
School F	16
School G	8
School H	63
School I	9
School J	16
School K	6
School L	7
School M	16
Total:	**180**

Table 1 shows the number of teachers who participated in the survey. It also indicates the schools in which the research was conducted. The names of the schools are not stated to protect the respondents who are currently teaching in the schools referred to in the table.

2.4 Research Instrument

The principal tool of the study was the structured survey questionnaire to collect complete data relevant to the variables under examination. The questionnaire was separated into three main sections for clarity, organization, and ease of response for the participants.

The first portion was concerned with the demographic characteristics of the respondents. This part collected important background information such as age, sex, years of teaching experience, grade level taught, and highest educational attainment. These statistics were regarded as relevant to describe the characteristics of respondents and to identify probable variances in responses according to their demographic background.

The second section examined the level of emotional intelligence of the respondents. This section was built on the main dimensions of self-awareness, self-regulation, motivation, empathy, and social skills. The statements in this part were taken from well-recognized models of emotional intelligence and carefully suited to the educational setting. This verified that the items reflected the actual experiences and responsibilities of elementary teachers.

The final element was about the respondents' effective classroom processes. The major focus was on such critical measures as creating norms and procedures, maintaining discipline, regulating instructional flow, and developing excellent teacher-student connections. These indices were used to assess the extent to which teachers applied classroom management techniques and the extent to which these techniques fostered learning environments.

Each item of the questionnaire was assessed on a four-point Likert scale, interpreted as 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. This scaling method could allow the researcher to measure responses and understand the levels of agreement among respondents in a standardized way.

A set of procedures was carried out to confirm the validity and reliability of the instrument. The questionnaire was pre-tested among 15 persons not included in the main study to test for clarity, readability, and consistency of items. Moreover, content validation was made by educational management specialists, such as a master teacher and a school head, to confirm the adequacy of the instrument in measuring the targeted variables. The reliability of the instrument was also assessed with Cronbach's Alpha, and a value of 0.70 and above was accepted, meaning that the instrument was consistent and dependable in the gathering of data.

2.5 Research Procedure

The study instrument was administered using a defined methodology, which included getting the required clearances and conforming to ethical norms. First, permission to carry out the study will be sought from the thesis adviser to make sure that academic and ethical standards are followed. Formal clearance was then sought from the Schools Division Superintendent of SDO Quezon. The phase guaranteed that division-level regulations and processes were followed, legitimizing the study and ensuring compliance with educational governance.

The respondents were given the questionnaires either in hard copies or through Google Forms during the distribution procedure, depending on the accessibility and availability of internet connection in each school. The purpose and objectives of the study were presented individually to the respondents by the researcher so that the respondents were fully conversant with the nature and relevance of their involvement. The respondents were also told that participation was voluntary and that all the data collected would be kept strictly confidential. Informed consent of the participants was obtained before answering the questionnaire to comply with ethical research norms. Hard copies of the questionnaires were individually handed to schools in remote locations with limited, inconsistent, or no access to the internet. This method made it possible to include teachers from geographically dispersed schools, despite technological limitations.

Respondents were given enough time to answer the survey instrument so that they could answer each item carefully and sincerely. After the surveys were completed, the researcher collected and analyzed the responses to ensure the completeness and accuracy of the data provided. Where necessary, incomplete or confusing answers were checked and amended.

After the collection of the questionnaires, the data obtained were systematically organized, categorized, and encoded for statistical analysis. This protocol ensured that the data were handled properly to enable interpretation and to accurately examine the relationship between emotional intelligence and effective teaching strategies of elementary teachers.

2.6 Statistical Treatment of Data

The data collected from the respondents were analyzed using relevant statistical tools to guarantee correct interpretation and presentation of the results. Depending on the type of data and the aim of the investigation, several statistical measures were used.

The demographic profile of the respondents was described using frequency and percentage distribution. These statistical tools were used to describe and display the characteristics of the participants in terms of age, gender, years of teaching experience, grade level taught, and highest educational attainment. By means of frequency counts and percentage distributions, the researcher was able to present a clear picture of the composition of the respondents included in the study.

Weighted mean and standard deviation were used to ascertain the levels of emotional intelligence and successful classroom practices. The weighted mean was used to get the average replies of the participants for each indicator and sub-variable contained in the questionnaire. This enabled the researcher to discover the extent to which the respondents agreed or disagreed with the claims relating to emotional intelligence and classroom operations. The variability or the consistency of the respondents' answers was measured by the standard deviation. Responses with a low standard deviation were clustered closely around the mean, while those with a high standard deviation had higher variety in the responses.

The Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the relationship between emotional intelligence and effective classroom processes. This statistical instrument measured the size and direction of the association between the two variables. It helped to clarify if higher levels of emotional

intelligence were correlated with more effective classroom processes for elementary instructors. However, in cases where the assumptions of normality were not met, the non-parametric Spearman Rank Correlation was used as an alternative statistical test. Spearman's Rank Correlation was used to ensure that the analysis was appropriate and reliable even when the data did not meet the criteria for parametric testing.

Besides, the p-value at the 0.05 level of significance was used to examine the significance of the correlations between the variables to ascertain if the relationships were statistically significant or not. A link was judged significant when the calculated p-value was ≤ 0.05, indicating that the result was unlikely to have occurred by chance. The statistical analysis permitted the acceptance or rejection of the null hypothesis of the study and increased the validity of the results based on the data analysis.

3. Result and Discussion

This chapter presents the analysis of data gathered by the researcher. The values acquired from the research instrument were treated accordingly to arrive at the interpretations anchored by theories, studies, and research presented in the previous chapters.

Part II. Perceptions of the Respondents Towards Emotional Intelligence

Table 2. *Perceived Level of Emotional Intelligence of Teachers in terms of Self-Awareness*

	Indicators	Mean	Std. Deviation	Verbal Interpretation
1.	I can easily identify the emotions I feel while teaching.	3.73	0.44	Very High
2.	I know how my mood affects the way I interact with my pupils.	3.76	0.43	Very High
3.	I notice when I am becoming frustrated before it influences my behavior.	3.61	0.49	Very High
4.	I can name my strengths and weaknesses as a teacher.	3.67	0.48	Very High
5.	I reflect on my teaching performance and emotional reactions after class.	3.69	0.49	Very High
6.	I am aware of how my tone of voice influences students' responses.	3.76	0.43	Very High
7.	I recognize my emotional state while teaching.	3.68	0.47	Very High
8.	I am conscious of how my personal feelings influence my decision-making in class.	3.70	0.46	Very High
9.	I can identify situations in class that consistently trigger strong emotional reactions in me.	3.61	0.51	Very High
10.	I regularly evaluate how my emotions impact pupils' engagement and learning.	3.59	0.53	Very High
Overall Mean		**3.68**	**0.35**	**Very High**

Legend: *3.26 - 4.00 (Strongly Agree/Very High; 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High) 1.00-1.75 (Strongly Disagree/Low)*

The table presents the perceived level of emotional intelligence of teachers in terms of self-awareness. The overall mean of 3.68 with a standard deviation of 0.35, interpreted as Very High (VH), indicates that elementary teachers possess a very high level of emotional self-awareness in the teaching-learning process. This finding suggests that teachers are generally conscious of their emotions, understand how these emotions affect their behavior, and recognize the influence of their emotional states on classroom interactions and instructional practices.

Among the indicators, the highest mean scores were obtained in the statements "I know how my mood affects the way I interact with my pupils" (M = 3.76, SD = 0.43) and "I am aware of how my tone of voice influences students' responses" (M = 3.76, SD = 0.43). The findings may be supported by several local school settings commonly observed in Department of Education schools, particularly during classroom instruction, school activities, and professional development programs such as Learning Action Cell (LAC) sessions. DepEd Order No. 35, s. 2016 emphasized that LACs serve as school-based professional learning communities that promote collaborative learning, reflective practice, self-evaluation, and continuous improvement among teachers. In LAC discussions, teachers are often encouraged to reflect on their teaching practices, classroom experiences, and interactions with learners. Engaging in these collaborative sessions allows teachers to become more conscious of the impact their mood, tone of voice, and emotional expressions have on classroom involvement and communication.

The results confirm Daniel Goleman's Emotional Intelligence Theory, which proposes self-awareness as the basis of emotional intelligence. Goleman says that self-aware people can identify their emotions and understand how emotions affect ideas and actions. Teachers with this trait are better able to respond correctly to classroom events, cope effectively with stress, and make great educational decisions.

The findings also indicate that the teachers have reflective teaching methods. The items "I reflect on my teaching performance and emotional reactions after class" (M = 3.69, SD = 0.49) and "I recognize my emotional state while teaching" (M = 3.68, SD = 0.47) suggest that teachers often examine their instructional practices and emotional responses. This suggests that teachers who work with overcrowded classrooms, or learners with behavioral difficulties, are often required to analyze their emotional response in stressful situations in the classroom. For instance, following lessons, teachers often evaluate whether the learners comprehended the content, actively participated, or showed signs of uncertainty and disengagement. Teachers gain better awareness of how their own emotions and communication styles impact learner motivation and classroom engagement through remediation classes, parent-teacher conferences, and intervention programs for difficult learners.

All indicators were rated as Very High, but relatively low mean scores were obtained for "I can consistently identify situations in class that provoke strong emotional reactions in me" (M = 3.61, SD = 0.51) and "I regularly evaluate how my emotions affect pupils' engagement and learning" (M = 3.59, SD = 0.53). These results indicate that although teachers typically have a good level of emotional awareness, there are still some areas that might be improved, particularly in recognizing certain triggers of emotions and understanding the direct effect of emotions on students' learning engagement. This may be because the harsh reality of many teachers' work, such as workload pressures, time limits, administrative responsibilities, and classroom stressors, may limit opportunities for deeper emotional contemplation.

The data generally show that a high level of teachers' self-awareness has beneficial contributions to classroom management and instructional effectiveness. Teachers who are emotionally self-aware are better able to regulate their own behavior, to communicate effectively, to foster positive connections in the classroom, and to respond appropriately to the needs of their pupils. Self-awareness, therefore, not only improves teachers' emotional intelligence but also their potential to build a good, engaging, and learner-centered classroom environment.

Table 3. *Perceived Level of Emotional Intelligence of Teachers in terms of Self-Regulation*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I remain calm when pupils act out or become disruptive.	3.20	0.57	High
2) I avoid reacting impulsively to classroom stress.	3.33	0.58	Very High
3) I recover quickly after a stressful classroom incident.	3.39	0.58	Very High
4) I effectively manage my emotions while adapting my lesson to unexpected situations.	3.4	0.51	Very High
5) I can control my facial expressions even when I am upset.	3.21	0.57	High
6) I think through the consequences before responding to misbehavior.	3.42	0.53	Very High
7) I control my temper in difficult classroom situations.	3.31	0.52	Very High
8) I stay composed when students challenge my instructions or authority.	3.34	0.52	Very High
9) I handle conflicts with pupils in a calm and professional manner.	3.44	0.55	Very High
10) I remain patient when classroom situations do not go as planned.	3.41	0.50	Very High
Overall Mean	3.34	0.41	**Very High**

Legend: *3.26 - 4.00 (Strongly Agree/Very High); 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High); 1.00-1.75 (Strongly Disagree/Low)*

Table 3 displays the perceived level of emotional intelligence of instructors in terms of self-regulation. The overall mean of 3.34 with a standard deviation of 0.41, which is rated as Very High (VH), indicates that primary

teachers are generally high in managing and regulating their emotions in diverse classroom scenarios. This is evident in the day-to-day realities of Department of Education elementary schools as teachers struggle with huge class sizes, varying student behaviors, and the time demands of instructional needs. For example, in typical classroom teaching, teachers often must face noisy classrooms, inattentive pupils, diverse academic talents, and maintain calm and offer lectures efficiently. Teachers should not respond impulsively but should remain calm and utilize positive discipline techniques when faced with student misbehavior or confrontation.

The indicators with the highest mean scores were: "I handle conflicts with pupils in a calm and professional manner" (M = 3.44, SD = 0.55), "I think through the consequences before responding to misbehavior" (M = 3.42, SD = 0.53), and "I remain patient when classroom situations do not go as planned" (M = 3.41, SD = 0.50). These can be seen in everyday situations of managing a classroom, district monitoring and evaluation activities, and school-based supervision when teachers are required to remain calm while dealing with learner behavior difficulties. School heads or district supervisors, when conducting classroom observation, expect teachers to demonstrate proper disciplinary strategies and professional responses even when learners misbehave or are disengaged. Also, emphasis is given to professional conduct and learner-centered discipline practices. This is in accordance with DepEd's focus on safe, supportive, and child-friendly learning settings as articulated in its policy on child protection and constructive discipline methods (DepEd Order No. 40, s. 2012).

Also, the data suggest that teachers are flexible emotionally in changing classroom situations. Indicators such as "I manage my emotions effectively while adapting my lesson to unexpected situations" (M = 3.40, SD = 0.51) and "I recover quickly after a stressful classroom incident" (M = 3.39, SD = 0.58) reflect teachers' resilience and flexibility. For example, when there are unexpected interruptions, such as class suspensions, fire drills, power interruptions, or sudden changes in the class schedule, teachers often adapt their lesson plans accordingly. In these cases, teachers should be able to immediately change their teaching activities while remaining calm and ensuring that the learning objectives are satisfied.

This finding is consistent with Jennings and Greenberg (2009), who found that teachers with emotional regulation were more effective in establishing supportive classroom environments and managing students' behavior. Their Prosocial Classroom Model explains how teachers who regulate their emotions create better classroom organization, deeper teacher-student interactions, and higher student engagement. Similarly, Brackett et al. (2010) reported that teachers with great emotional regulation skills have better classroom management and less emotional exhaustion.

However, relatively lower mean scores were observed in "I remain calm when pupils act out or become disruptive" (M = 3.20, SD = 0.57) and "I can control my facial expressions even when I am upset" (M = 3.21, SD = 0.57). Although these indicators were still positively interpreted, results suggest that immediate emotional responses in highly stressful situations may still be hard for some teachers. This may be influenced by the realities of classroom instruction, particularly for teachers in public elementary schools who often have to cope with large class sizes, behavioral problems, heavy workloads, and administrative demands. In some instances, it may be hard to maintain full emotional composure even with teachers trying to be professional.

In conclusion, the results suggest that teachers possess a good level of self-regulation that enables them to manage classroom stressors productively and to act as professionals even in tough circumstances. They can regulate their emotional responses, engage in critical thinking before responding, and adjust to the demands of the classroom, which has a favorable effect on the success of classroom management, student involvement, and the establishment of a conducive learning environment.

Table 4. *Perceived Level of Emotional Intelligence in terms of Motivation*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I am driven to achieve the teaching goals I establish for myself.	3.69	0.49	Very High
2) I stay internally motivated to teach effectively even when classroom challenges reduce student engagement.	3.57	0.53	Very High
3) I actively look for ways to improve lessons.	3.69	0.46	Very High
4) I feel driven to help my pupils succeed academically.	3.75	0.43	Very High
5) I persist in solving classroom problems until a solution is found.	3.63	0.49	Very High
6) I stay motivated even when students are disengaged.	3.54	0.55	Very High
7) I regularly reflect on my purpose as a teacher to stay motivated.	3.58	0.53	Very High
8) I seek opportunities for professional growth to improve my teaching.	3.62	0.51	Very High
9) I encourage myself to overcome challenges in the classroom.	3.63	0.49	Very High
10) I remain committed to teaching despite stressful or difficult circumstances	3.62	0.49	Very High
Overall Mean	3.63	0.39	Very High

Legend: *3.26 - 4.00 (Strongly Agree/Very High; 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High) 1.00-1.75 (Strongly Disagree/Low)*

The table shows the respondents' perceived level of emotional intelligence in terms of motivation. The interpretation of the overall mean of 3.63 as Very High suggests that the intrinsic motivation and commitment of primary teachers towards their teaching obligations are very high. The results demonstrate that teachers are intrinsically driven by a sense of purpose and accountability for their students' achievement. This is supported by the highest mean score for "I feel driven to help pupils to be successful in their studies" (M = 3.75), suggesting that student achievement is a strong motivational factor. Similarly, teachers are quite active in enhancing their teaching, as in "I actively look for ways to enhance lessons" (M = 3.69) and trying to reach self-set teaching goals (M = 3.69). Such findings are reflected in school-based activities such as Learning Action Cell (LAC) meetings, mentoring programs, and in-service trainings, where teachers actively search for techniques to improve lesson delivery and student engagement. Teachers often develop personal instructional goals that are consistent with school improvement programs and performance targets, exhibiting initiative toward improving teaching effectiveness.

In addition, instructors show perseverance and resilience when confronted with classroom obstacles. The items "I persist in solving classroom problems until a solution is found" (M = 3.63), "I encourage myself to overcome challenges in the classroom" (M = 3.63), and "I remain committed to teaching despite stressful or difficult circumstances" (M = 3.62) show that they have a sustained level of motivation even in difficult situations. Teachers' resilience and tenacity are often articulated in terms of their ability to deal with the everyday realities of the classroom despite tough circumstances. Teachers continue to develop ways to improve learner knowledge through remediation, altered instructional strategies, and individualized help despite the challenges of overcrowded classes, limited resources, various learner requirements, and behavioral difficulties. Their resilience is also seen in their capacity to manage difficult workloads, curriculum pressures, and many school obligations, all while still meeting instructional goals.

While all indicators fell in the Very High category, staying inspired when students are disengaged (M = 3.54) and maintaining internal motivation in the face of less student involvement (M = 3.57) had slightly lower mean scores. This suggests that student responsiveness might influence teachers' motivation and that disengaged classroom situations might create problems in maintaining high levels of enthusiasm. This finding is consistent with the findings of Day and Gu (2014) that it is difficult to retain the motivation of teachers under a stressful or less responsive learning environment.

In general, the results show that the teachers have a very high level of motivation that has a great impact on productive classroom operations. Their intrinsic motivation, commitment to student success, and constant desire to improve all contribute to a productive and enjoyable learning environment. This research confirms that motivation as part of emotional intelligence is a key factor in ensuring teacher effectiveness and excellent educational outcomes.

Table 5. *Perceived Level of Emotional Intelligence in terms of Empathy*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I can sense when pupils feel upset even if they do not say so.	3.63	0.51	Very High
2) I try to see classroom problems from the pupil's point of view	3.65	0.48	Very High
3) I respond sensitively when a student shares a personal concern.	3.68	0.47	Very High
4) I consider students' emotions when planning lessons.	3.61	0.53	Very High
5) I adjust my expectations when I know a student is facing difficulties.	3.64	0.48	Very High
6) I try to understand why students behave badly.	3.56	0.50	Very High
7) I encourage classmates to support students who are emotionally hurt.	3.65	0.48	Very High
8) I show understanding toward students with different learning needs.	3.68	0.47	Very High
9) I am aware of students' feelings and respond appropriately during group activities.	3.63	0.48	Very High
10) I take time to listen and validate students' emotions before addressing classroom issues.	3.67	0.47	Very High
Overall Mean	3.64	0.40	**Very High**

Legend: *3.26 - 4.00 (Strongly Agree/Very High); 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High); 1.00-1.75 (Strongly Disagree/Low*

The table shows the level of emotional intelligence in empathy, which the respondents perceived. The overall mean of 3.64 interpreted as Very High (VH) means elementary instructors are highly sensitive to the emotions and needs of their kids in the classroom. This research implies that teachers may sense learners' moods, respond to emotional circumstances appropriately, and build supportive relationships that help create a pleasant classroom climate. This is consistent with the notion of empathy as explained by Reuven Bar-On (1997), that empathy allows people to recognize and understand the feelings and viewpoints of others.

The results also indicate that teachers are generally sensitive and responsive to the emotional states of the students. This is reflected in the highest mean scores for "I respond sensitively when a student shares a personal concern" (M = 3.68) and "I show understanding towards students with different learning needs" (M = 3.68). Such responsive outcomes are often seen in everyday classroom interactions where teachers are not just educators, but also mentors and sources of support for learners. In many situations, kids discuss personal issues such as family troubles, financial difficulty, or emotional distress, and instructors respond with empathy by giving advice, reassurance, or referral to relevant support systems in the school. In school-based programs such as the implementation of child protection policies, reading remediation sessions, and inclusive education initiatives, teachers are expected to give emotional support and tailor instruction to meet the requirements of learners. This local school experience demonstrates teachers' sensitivity and response to students' emotional and learning situations, resulting in a more supportive and inclusive learning environment.

In addition, teachers model perspective-taking and care in their interactions with children. Their attempts to build empathy not only in themselves but also among learners are indicated by indicators such as "I try to see

classroom problems from the pupil's point of view" (M = 3.65) and 'I encourage classmates to support students who are emotionally hurt" (M = 3.65). This is often seen in the context of teacher mediation of student conflicts, behavioral problems, and positive classroom climate. Teachers evaluate the background and circumstances of students when responding to misunderstandings or misbehavior to ensure that classroom concerns are addressed fairly and compassionately. They also build peer support by asking classmates to exhibit kindness and understanding to learners who are experiencing emotional discomfort, which helps create a more inclusive and collaborative learning environment.

Teachers also display continuous understanding of students' emotions in instructional and management techniques. Incorporating emotional knowledge in teaching and classroom management procedures can be achieved through preparing classes with students' emotions in mind (M = 3.61) and taking time to listen and validate students' feelings (M = 3.67). These findings suggest that teachers understand the significance of emotional well-being in student engagement and learning. Ampofo et al. (2025) found that supportive teacher–student connections considerably alleviate students' stress and anxiety, and enhance their resilience, engagement, and self-esteem.

Although all indicators fall within the Very High range, a relatively lower mean score was observed in trying to understand why students behave badly (M = 3.56). This may imply that interpreting the underlying causes of misbehavior can be more challenging, despite teachers' overall strong empathetic disposition. In actual classroom settings, student misbehavior may be influenced by emotional stress, family concerns, learning difficulties, or socio-economic challenges, making it difficult for teachers to fully identify the root causes immediately. Nevertheless, the result still indicates that teachers make efforts to understand students' behavior before responding to disciplinary situations.

The results, in general, show that teachers have a developed sense of empathy, which is important for the creation of healthy relationships between teachers and students and for supporting effective processes in the classroom. Their understanding and response to students' emotions lead to a supportive and emotionally responsive learning environment. These results confirm the necessity of empathy as part of emotional intelligence in improving classroom management, student engagement, and the overall quality of the teaching-learning process.

Table 6. *Perceived Level of Emotional Intelligence in terms of Social Skills*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I communicate classroom expectations clearly and respectfully.	3.66	0.48	Very High
2) I work well with colleagues to solve school-related problems.	3.61	0.52	Very High
3) I can mediate conflicts between students effectively.	3.63	0.48	Very High
4) I encourage cooperation and teamwork in class activities.	3.66	0.50	Very High
5) I give constructive feedback to students in a way they accept.	3.67	0.47	Very High
6) I build positive relationships with parents and guardians.	3.71	0.46	Very High
7) I ask others for help because I believe collaboration improves outcomes.	3.64	0.50	Very High
8) I handle disagreements with colleagues in a professional manner.	3.64	0.48	Very High
9) I maintain positive communication with both students and staff.	3.67	0.47	Very High
10) I foster a classroom culture where students respect and support each other.	3.66	0.48	Very High
Overall Mean	3.66	0.38	**Very High**

Legend: *3.26 - 4.00 (Strongly Agree/Very High); 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High); 1.00-1.75 (Strongly Disagree/Low)*

The table illustrates the respondents' perceived level of emotional intelligence in terms of social skills. The aggregate mean of 3.66, defined as Very High (VH), suggests that the primary teachers have high interpersonal and communication abilities in the school setting. Usually, these social skills are seen in school-based trainings, Learning Action Cell (LAC) sessions, in-service training (INSET), parent-teacher conferences, and school community activities. During these interactions, teachers work with their peers, exchange instructional techniques, and participate in professional conversations that improve their teaching skills.

Findings indicate that teachers are successful in forming and sustaining positive relationships with students and stakeholders. This is evident in the highest mean score for "I build positive relationships with parents and guardians (M = 3.71), showing teachers value collaboration outside the classroom. In interactions with parents and community stakeholders through parents-teaching conferences, teachers use clear and respectful communication to discuss learners' performance, address concerns, and strengthen home-school partnerships. This finding is supported by Ampofo et al. (2025), who found that supportive teacher relationships contribute positively to students' resilience, self-esteem, and emotional adjustment.

Furthermore, teachers exhibit strong communication and collaborative abilities. Indicators such as giving constructive feedback in an acceptable manner (M = 3.67), "I maintain positive communication with students and staff" (M = 3.67), and "I communicate classroom expectations clearly and respectfully" (M = 3.66). These indicators are clearly demonstrated in daily classroom interactions and school-based activities. Teachers also give useful feedback to learners on tests, performance tasks, and classroom activities, and make sure that feedback is given in a kind and supportive way that will encourage pupils to progress and not discourage them. In addition, they have positive contact with students and school personnel in daily interactions, co-ordination of duties and involvement in school routines which assist to build a friendly and co-operative school atmosphere. This conclusion is in line with the study of Nguyen and Vo (2020) that teachers with high interpersonal and communication skills help to boost the classroom engagement. Similarly, Ali and Hassan (2019) described that constructive classroom discipline and pleasant teacher-student relations are associated with good communication skills and social skills.

Teachers also demonstrate skills in facilitating teamwork and handling interpersonal problems. "I promote cooperation and teamwork in class activities" (M = 3.66) and "I am able to mediate conflicts between students effectively" (M = 3.63) show they work actively to create a harmonious and collaborative culture in the classroom. Their willingness to ask for help (M = 3.64) and "I deal with conflicts professionally" (M = 3.64) also show openness to working with others and emotional maturity in working with colleagues. Teachers often organize pair or group work activities to foster cooperation, shared duties, and mutual support among learners to complete assignments. When disagreements among learners do occur, teachers act as mediators by listening to both sides, clearing up misunderstandings, and helping pupils to reach fair and respectful resolutions. Teachers also show professionalism in dealing with conflicts with their colleagues, particularly during planning sessions, meetings, or coordination activities in the school, where open communication and collaboration are crucial. Also, their openness to ask for help from co-teachers, mentors, or school leaders reflects a collaborative school culture that is committed to improving instructional techniques and maintaining a pleasant learning environment.

These findings are consistent with Cihan and Diekman (2024), who showed that training in emotional intelligence provides teachers with good skills to deal with conflict and increases teamwork in schools. Moreover, Georgiadis and Arvanitidou (2025) emphasize the importance of teachers' relationship competence for the development of effective partnerships and the successful meeting of learners' needs. All the indicators are in the Very High level, but considerably lower mean scores were obtained in collaborating with colleagues to solve school-related challenges (M=3.61). This may signal that while teamwork is strong, there may be some little challenges with collective problem-solving in the educational setting. Sometimes differences in perspective, workload, or communication style among co-workers may impede collaborative efforts.

In general, the results suggest that instructors have gained social skills that are necessary for the effectiveness of procedures in the classroom. They communicate well, develop strong relationships, and manage social situations, which leads to a helpful, courteous, and effective learning environment. These results confirm the role of social skills, a component of emotional intelligence, in improving teacher-student interactions, promoting collaboration among stakeholders, and building a healthy classroom climate for learning.

Table 7. *Summary of Perceived Level of Emotional Intelligence*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Self-awareness	3.68	0.35	Very High
Self-Regulation	3.34	0.41	Very High
Motivation	3.63	0.39	Very High
Empathy	3.64	0.40	Very High
Social Skills	3.66	0.38	Very High
Overall Mean	**3.59**	**0.39**	**Very High**

Legend: *3.26 - 4.00 (Strongly Agree/Very High); 2.51 – 3.25 (Agree/High); 1.76 – 2.50 (Disagree/Moderately High); 1.00-1.75 (Strongly Disagree/Low)*

Table Summary of perceived level of emotional intelligence of the respondents in terms of its five components, namely, self-awareness, self-regulation, motivation, empathy, and social skills. The overall computed mean of 3.59, interpreted as Very High (VH) implies that primary teachers have a strong and well-developed level of emotional intelligence in all categories. Teachers are generally emotionally competent to identify their emotions, regulate their behavior, maintain motivation, understand others, and develop meaningful relationships in the school setting. These results agree with the paradigm of Daniel Goleman (1995), who emphasized that emotional intelligence consists of these basic areas and is an important factor in efficient personal and professional functioning, especially in the field of education.

This general high level of emotional intelligence is evident in routine classroom instruction, school-based management activities, classroom observations, and professional development programs where teachers continually demonstrate emotional awareness, control, and positive interpersonal behavior in their work with diverse learners and school demands.

The highest mean of 3.68 was found for the self-awareness component, followed by social skills, 3.66; empathy, 3.64; and motivation, 3.63, all evaluated as Very High. Self-regulation had the lowest mean (M = 3.34) and was nevertheless ranked Very High. This trend shows that teachers are, to the highest degree, confident in their ability to identify and understand their own emotions, and to connect effectively with others, but may have somewhat more difficulties with consistently managing emotional responses under duress. This is in line with the findings of Patricia Jennings and Mark Greenberg (2009), who pointed out that emotionally aware teachers are better at creating supportive classroom environments, but also noted that emotion regulation is often the hardest part of emotional intelligence in actual classroom situations.

This level of self-awareness is seen in the local classroom context, where teachers reflect on how their emotions are impacting instruction, especially in classroom observation, lesson delivery, and interaction with diverse learners. Teachers in DepEd schools are often engaged in self-reflection after class, during mentoring sessions, and through feedback from supervisors that enables them to adjust their teaching behavior and improve their instructional effectiveness. According to Daniel Goleman (1995), self-aware teachers are more able to reflect on their emotional responses and adjust their behavior to better classroom interactions. Likewise, the study of Majeed and Jamshed (2019) showed that self-aware teachers showed higher levels of instructional performance and improved classroom management outcomes.

Self-regulation is necessary to manage a busy class, student misbehavior, and administrative requirements while maintaining professionalism. Teachers need to be cool when classroom interruptions occur, when the timetable and monitoring activities alter suddenly, and when they must show emotional composure in real school circumstances. This is supported by Marzano et al (2003), who found that instructors who were able to regulate their emotions were more consistent in their ability to maintain discipline and order in the classroom. Teachers are always under stress due to work overload, classroom problems, and administrative pressure.

A high score on motivation demonstrates the strong intrinsic motivation of the teachers to educate well and to help students succeed. Motivation, as a major part of emotional intelligence, was identified by Daniel Goleman (1995) as a factor that maintains persistence and goal-directed behavior. Brackett et al. (2011) further support this, finding that enthusiastic teachers are more likely to sustain student engagement and instructional

efficacy under difficult settings. The high score for empathy shows that teachers are sensitive to the feelings and needs of kids. With empathy, educators may grasp learners' viewpoints and respond accordingly, which builds teacher–student relationships (Bar-On, 1997). This is further confirmed by Schonert-Reichl (2017), who discovered that teacher empathy increases classroom atmosphere and student involvement and socio-emotional development.

Finally, the high social skills score indicates that teachers have great interpersonal and communication skills, which help them develop positive relationships with students, colleagues, and parents. Social skills, according to Goleman (1995), are skills needed to handle relationships effectively and lead the classroom. Nguyen and Vo (2020) have reported that teachers with excellent social skills are more likely to encourage higher levels of student involvement and better classroom interaction dynamics. The results indicate that instructors have a very high degree of emotional intelligence, and this plays an important role in the functioning of the classroom. In accordance with Jennings and Greenberg (2009), emotionally intelligent teachers are more likely to create emotionally supportive classrooms, discipline better, have more positive relationships, and teach better. The outcomes of this study imply that emotional intelligence is important in creating productive, helpful, and well-managed classrooms, especially in elementary school.

Part III. Perceived Level of Effective Classroom Processes of Teachers

Table 8. *Perceptions of the Respondents of Effective Classroom Processes in terms of Classroom Management*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I establish clear classroom rules that pupils understand and follow.	3.73	0.49	Highly Effective
2. I consistently enforce classroom routines to maintain order.	3.73	0.44	Highly Effective
3. I manage student behavior calmly and fairly.	3.60	0.56	Highly Effective
4. I proactively anticipate and prevent classroom disruptions to ensure a smooth learning environment.	3.59	0.52	Highly Effective
5. I organize classroom activities to maximize instructional time.	3.64	0.48	Highly Effective
6. I address behavioral issues promptly and constructively.	3.61	0.51	Highly Effective
7. I maintain a structured environment that supports learning.	3.61	0.51	Highly Effective
8. I ensure smooth transitions between lessons and activities.	3.65	0.48	Highly Effective
9. I adapt classroom management strategies based on student needs.	3.68	0.47	Highly Effective
10. I model respectful behavior to encourage student compliance.	3.66	0.47	Highly Effective
Overall Mean	**3.65**	**0.40**	**Highly Effective**

Legend: *3.26 - 4.00 (Strongly Agree/Highly Effective) ; 2.51 – 3.25 (Agree/Effective) ; 1.76 – 2.50 (Disagree/Less Effective); 1.00-1.75 (Strongly Disagree/Not Effective)*

Table 4 shows the respondents' perceptions of effective classroom processes according to classroom management. The aggregate mean of 3.65, read as Highly Effective, means that primary teachers are highly competent in controlling classroom conditions for learning. This study shows that effective classroom management is often noticed in the day-to-day classroom activities that require teachers to maintain order, structure, and active student participation. This is evidenced in instances where teachers handle big class sizes using uniform routines such as checking attendance, distributing learning materials, and giving clear instructions to facilitate a seamless flow of activities. Teachers also use group work and cooperative learning projects in lessons where learners are

guided to do meaningful work with little off-task behavior. This is in line with the study of Marzano et al. (2003), who identified good classroom management as one of the strongest determinants of student progress and instructional success.

The results show that teachers are especially strong in the areas of classroom management and organization. This is reflected in the highest means for "I establish clear classroom rules" (M = 3.73) and "I consistently enforce classroom routines" (M = 3.73). At the beginning of the school year, it is a common occurrence when teachers set agreements, rules, and expectations for classroom behavior, participation, and submission of requirements. These always enforced norms to ensure a seamless flow of the classroom are supported by daily rituals such as attendance, lining up properly, passing of tasks, and transitions between activities. This is similar to Brophy (1988), who claimed simple rules and processes reduce misunderstanding and increase time for education. Similarly, Garcia and Santiago (2018) found that well-established classroom norms and routines have a lot of influence on student conduct and learning in Philippine classrooms.

In addition, teachers have good facilitating and organizational skills. Their ability to create a well-structured and responsive learning environment is highlighted by indicators such as "I ensure smooth transitions between lessons" (M = 3.65), "I organized activities to maximize instructional time" (M = 3.64), and "I adapt management strategies based on student needs" (M = 3.68). Such behaviors are often noticed in the daily lesson implementation as teachers manage time-limited class times by switching from one activity to another, from review to new lesson discussion, or from teaching to group work without losing the learners' attention. The findings were reinforced by Doyle (1986), who indicated that efficient instructional organization and classroom management are important in maintaining student involvement and reducing off-task behavior. Likewise, Nguyen and Vo (2020) showed that well-managed classroom flow enhances student participation and interest in learning.

Teachers also show justice and professionalism in "I deal with student behavior. "I manage behavior calmly and fairly" (M = 3.60), "I deal with behavioral issues promptly" (M = 3.61), and "modeling respectful behavior" (M = 3.66) suggest that they establish a positive classroom climate based on mutual respect and constructive discipline. Ali and Hassan (2019) found that balanced discipline and positive reinforcement are conducive to fewer classroom disagreements and better teacher–student relationships. In addition, Patricia Jennings and Mark Greenberg (2009) noted that teachers with emotional competence are more effective in controlling classroom behavior and establishing supportive and emotionally secure learning environments. All indicators were assessed as Highly Effective with lower mean scores for proactive anticipation and prevention of problems (M = 3.59) and calm, fair regulation of behavior (M = 3.60). This may signal that teachers are good at responding to classroom problems but might improve in proactive management tactics. This is in line with Koonin's (1970) concept of "wittiness", the teacher's capacity to predict and avoid disturbances before they happen.

The data indicate that teachers are very effective in classroom management. Their ability to set clear standards, discipline, and respond appropriately to student behavior affects the development of a positive, productive learning environment. The findings are consistent with research which emphasizes that good classroom management is based on structure, consistency, emotional intelligence, and good teacher-student relationships, all of which are integral to successful teaching and learning.

Table 9. *Perceptions of the Respondents of Effective Classroom Processes in terms of Classroom Learning Environment*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I create a classroom atmosphere that is conducive and supportive.	3.67	0.47	Highly Effective
2) I promote respect and cooperation among pupils	3.77	0.42	Highly Effective
3) I design and organize the classroom environment to promote effective learning and student participation.	3.66	0.48	Highly Effective
4) I encourage students to express their ideas freely.	3.76	0.43	Highly Effective
5) I provide opportunities for pupils to participate actively in learning.	3.73	0.44	Highly Effective
6) I ensure that all students feel included and valued in the classroom.	3.76	0.43	Highly Effective
7) I use materials and resources to enhance the classroom environment.	3.66	0.48	Highly Effective
8) I foster a positive emotional climate that reduces stress and anxiety.	3.64	0.48	Highly Effective
9) I encourage peer support and collaborative learning.	3.64	0.48	Highly Effective
10) I maintain consistency in classroom expectations to provide stability.	3.58	0.52	Highly Effective
Overall Mean	3.69	0.36	**Highly Effective**

Legend: *3.26 - 4.00 (Strongly Agree/Highly Effective); 2.51 – 3.25 (Agree/Effective); 1.76 – 2.50 (Disagree/Less Effective); 1.00-1.75 (Strongly Disagree/Not Effective)*

The table shows the respondents' perceptions of effective classroom processes in the classroom environment. The overall mean of 3.69, read as Highly Effective, implies that the elementary instructors are highly capable of providing a supportive, inclusive, and conducive learning environment for the participation of the students. This study is like Jennings and Greenberg (2009), who emphasized that emotionally intelligent teachers create emotionally supportive classrooms that minimize stress and encourage active engagement, therefore improving the overall learning environment.

The results demonstrate that teachers significantly foster a healthy and courteous school environment. Highest mean scores were obtained for fostering respect and cooperation among kids (M = 3.77), encouraging students to share their thoughts openly (M = 3.76), and ensuring all students feel included and appreciated (M = 3.76). These findings suggest that teachers value the creation of a context in which learners feel safe, respected, and confident to contribute, which is a prerequisite for meaningful learning. This is consistent with Brackett, Rivers, and Salovey's (2010) findings that emotionally intelligent teachers are more likely to develop deep emotional ties with pupils, which translates into higher involvement and collaboration.

Teachers play a very important role in motivating students to be active participants in the learning process. The findings revealed that teachers always create chances for learners to engage in classroom activities (M = 3.73) and establish the classroom atmosphere in a manner conducive to meaningful engagement and interaction (M = 3.66). They achieve this utilizing a variety of student-centered strategies such as group activities, think-pair-share, role-playing, cooperative learning tasks, class discussions, and hands-on performance activities. Teachers use recitations, board work, problem-solving activities, learning stations, and other interactive activities to enhance student involvement in classroom education and teaching demonstrations. These strategies create an active learning classroom in which students assume responsibility for their own learning and acquire key social skills. This is consistent with the principles of learner-centered education which improves academic achievement and personal development. Likewise, García-Martínez et al. (2021) found that teachers with high emotional intelligence are more capable of creating supportive learning environments that lower academic stress and improve student performance by engaging them in learning.

Teachers also show the ability to create a positive emotional climate. "I create a positive and supportive classroom environment" (M = 3.67), "I promote a positive emotional climate that reduces stress and anxiety" (M = 3.64) and "I promote peer support and collaborative learning" (M = 3.64) this is often evident in the daily classroom routines where teachers intentionally create a welcoming and safe learning environment through simple practices such as morning greetings, classroom energizers, sharing of feelings before lessons, and motivational activities at the start of the lesson. In fact, teachers employ brief breaks, in-class games, storytelling, and positive reinforcement to relieve tension, keep students engaged, and promote emotional safety in their classrooms.

All indicators are evaluated as Highly Effective; however, there is a significantly lower mean score on "I maintain consistency in classroom expectations" (M = 3.58). may be due to the practical issues instructors face in the everyday management of schools. These are high-class numbers, time limits, and diverse learner requirements that might make it challenging to always implement rules and procedures in a consistent fashion for all pupils. Also, the inconsistency in application of classroom expectations may be a factor of the interruptions of district monitoring, school-wide activities, classroom observations, and administrative workloads. However, the teachers do provide a generally good and organized learning environment. The regularity of rule enforcement may depend on the demands of the classroom and the establishment. This is in line with the findings of Marzano et al (2003), who found that consistent rules and procedures are important to maintain order and maximize instructional effectiveness.

The results indicate that teachers are employing recommended practices that promote a healthy classroom environment. Their ability to promote respect, inclusivity, and active involvement is a major contribution to a supportive and engaging learning environment. This is consistent with the overall finding of Jennings and Greenberg (2009) that emotionally competent teachers are the key to building classrooms that are emotionally secure, cooperative, and good learning environments.

Table 10. *Perceptions of the Respondents of Effective Classroom Processes in terms of Instructional Effectiveness*

	Indicators	Mean	Std. Deviation	Verbal Interpretation
1)	I present lessons clearly and in an organized manner.	3.68	0.47	Highly Effective
2)	I use teaching strategies that engage students actively.	3.71	0.46	Highly Effective
3)	I adapt and differentiate lessons to meet the diverse learning needs of students.	3.67	0.47	Highly Effective
4)	I regularly assess students' understanding during lessons to guide instruction.	3.62	0.49	Highly Effective
5)	I provide timely and constructive feedback that helps students improve their performance.	3.64	0.50	Highly Effective
6)	I use a variety of instructional materials, including technology, to enhance learning.	3.64	0.48	Highly Effective
7)	I encourage critical thinking, problem-solving, and creativity among pupils.	3.63	0.51	Highly Effective
8)	I reflect on my teaching practices to improve lesson delivery and pupils' outcomes.	3.6	0.49	Highly Effective
9)	I plan lessons that are relevant, meaningful, and connected to pupils' experiences.	3.62	0.49	Highly Effective
10)	I design differentiated tasks and activities to address the individual learning needs of my pupils.	3.56	0.54	Highly Effective
Overall Mean		3.64	0.41	**Highly Effective**

Legend: *3.26 - 4.00 (Strongly Agree/Highly Effective) ; 2.51 – 3.25 (Agree/Effective) ; 1.76 – 2.50 (Disagree/Less Effective); 1.00-1.75 (Strongly Disagree/Not Effective)*

The table shows the perception of the respondents as effective classroom processes in terms of instructional efficacy. The overall mean of 3.64, regarded as Highly Effective, is usually seen during daily classroom instruction where teachers employ clear lesson presentations, step-by-step explanations, and localized examples to

assist learners in understanding ideas. Moreover, teachers are needed to provide well-structured lessons during classroom observations and school monitoring activities while managing time, learner involvement, and classroom behavior efficiently. This result is consistent with the Brackett et al. (2010), who stressed the greater likelihood of emotionally intelligent teachers to provide successful instruction with supportive communication, adaptability, and ongoing student participation.

The result may also indicate the teachers' confidence in their pedagogical skills, their professional training, and their capacity to apply instructional techniques according to standards in education. Their self-perceived efficacy may be affected by their teaching experience, professional development activities, and exposure to contemporary instructional methodologies, including the use of ICT in classroom instruction.

Also, the high ranking indicates that respondents perceived their ability to provide relevant and engaging learning experiences for pupils. This perspective aligns with the concepts of the Philippine Professional Standards for Teachers (PPST), which identified effective pedagogy, classroom management, and learner-centered instruction as indicators of quality teaching performance.

This may be shown from the high average scores on "I use teaching strategies that actively involve students" (M = 3.71) and "I present lessons clearly and in an organized way" (M = 3.68). This indicates that professors appreciate clarity and engagement from students, which are both important for effective learning. The strategies are also observed in classroom debates, seatwork, and performance-based assignments where instructors give clear guidelines and encourage students' engagement through recitation, collaborative learning, and hands-on activities. Teachers are also to show organized instructional flow and to keep students involved in classroom observation and school monitoring. This is in keeping with Goleman (1998), who found that educators with emotional intelligence are more focused on instruction and persistence.

They're also flexible enough to accommodate a variety of learning needs. Teaching appears to be responsive to students' different abilities and backgrounds, as indicated by statements such as 'I differentiate and adapt lessons to meet the different learning needs of students' (M = 3.67) and 'I plan lessons that are relevant, meaningful and connected to students' experiences' (M = 3.62). Then "I use a variety of instructional materials including technology to enhance learning" (M=3.64). Such flexibility is a hallmark of differentiated instruction, in which teachers must tailor lessons to students' reading levels, comprehension skills, and rates of learning. For example, teachers could offer simplified worksheets for struggling learners, enrichment activities for advanced youngsters, and further scaffolding through guided exercises for those who need support. Topics are also contextualized by linking them to the daily experiences of learners, such as family, community activities, and local culture, which makes learning more meaningful and relatable. This claim is supported by García-Martínez et al. (2021), who identify that teachers with high emotional intelligence are more capable of changing teaching techniques, lowering students' stress, and enhancing academic accomplishment

Teachers also have strong assessment and feedback processes. "I regularly assess students' understanding during lessons to guide instruction" (M = 3.62) and "I provide timely and constructive feedback that helps students improve their performance" (M = 3.64) are often observed during daily classroom instruction as teachers use formative assessment techniques such as oral questioning, recitation, board work, short quizzes, and checking of seatwork to gauge learners' understanding in real time. For example, when having conversations, teachers often offer guiding questions or do quick checks for knowledge before advancing to the next lesson to make sure that students have mastered the subject. This aligns with Jennings and Greenberg (2009), who highlighted that teachers with emotional intelligence are more sensitive to the needs of students and may adapt lessons in the moment to facilitate learning progress.

In addition, their contribution to fostering higher-order thinking skills among learners may also be found in stimulating critical thinking, problem solving, and creativity (M = 3.63). This is in line with Brackett et al. (2010), who claimed that emotionally competent teachers can create supportive learning environments that lead to deep cognitive engagement and academic growth.

All indicators are regarded as Highly Effective; substantially lower mean scores were seen in designing differentiated tasks and activities (M = 3.56) and reflecting on teaching practices (M = 3.60). This may be reflected in classroom reality, where teachers must deal with huge class sizes, time limits, and significant instructional responsibilities, which might hinder the consistent design of varied activities for learners with varying abilities. For example, in some classes, teachers find it difficult to provide different assignments for low, middle, and high achievers simultaneously due to the limited time for preparation and teaching resources. This finding is consistent

with the claim of Vesely et al. (2013) that continual professional reflection and emotional intelligence development are required for developing instructional competency and minimizing occupational stress.

Overall, the results show that teachers use very effective instructional tactics. Their talents in engaging learners, differentiating instruction, assessing knowledge, and giving feedback are all tremendous use to effective classroom operations and better learning outcomes. This agrees with the findings of Romanelli et al. (2006) and Kaur et al. (2019), who reported that emotional intelligence-based competencies significantly enhance teachers' instructional effectiveness and overall professional performance.

Table 11 *Perceptions of the Respondents of Effective Classroom Processes in terms of Student–Teacher Relationship*

Indicators	Mean	Std. Deviation	Verbal Interpretation
1) I build positive and trusting relationships with my students.	3.77	0.42	Highly Effective
2) I respond empathetically to students' emotional and academic needs.	3.68	0.47	Highly Effective
3) I show genuine interest in my students' well-being.	3.77	0.42	Highly Effective
4) I treat all students fairly and respectfully.	3.74	0.44	Highly Effective
5) I encourage open communication and dialogue with students.	3.74	0.44	Highly Effective
6) I support students in overcoming learning challenges.	3.71	0.46	Highly Effective
7) I acknowledge and celebrate students' achievements and progress.	3.76	0.43	Highly Effective
8) I create a classroom culture of mutual respect and cooperation.	3.73	0.45	Highly Effective
9) I listen actively to students' concerns and opinions.	3.72	0.45	Highly Effective
10) I provide guidance and mentorship to help students succeed academically and socially.	3.66	0.48	Highly Effective
Overall Mean	3.73	0.37	**Highly Effective**

Legend: *3.26 - 4.00 (Strongly Agree/Highly Effective) ; 2.51 – 3.25 (Agree/Effective) ; 1.76 – 2.50 (Disagree/Less Effective); 1.00-1.75 (Strongly Disagree/Not Effective)*

The table presents the respondents' perceptions of effective classroom processes in terms of the student–teacher relationship. The overall mean of 3.73, interpreted as "Highly Effective," indicates that elementary teachers demonstrate a strong capacity to establish positive, supportive, and meaningful relationships with their pupils. This strong student–teacher relationship is also evident during classroom activities such as group work, recitation, and one-on-one consultations, where teachers provide guidance and support respectfully and patiently. In addition, during school-based activities such as homeroom periods, guidance sessions, and parent-teacher conferences, teachers further strengthen relationships by showing concern for learners' academic progress and personal well-being. The finding that the student–teacher relationship was perceived by the teacher-respondents as "highly effective" indicates that they viewed their interactions with students as positive, supportive, and conducive to learning. This may imply that the respondents thought that they could foster polite communication, sustain harmonious connections with students, and develop an environment where students felt energized and guided in the learning process.

This is well backed by Brackett, Rivers, and Salovey (2010), who stressed that emotionally intelligent teachers are more capable of building strong emotional bonds with pupils, leading to better engagement, cooperation, and classroom interaction. Likewise, Pianta, Hamre, and Allen (2012) found that positive teacher-student connections increase students' emotional security and eagerness to learn.

The data also indicate that teachers place a high priority on trust, caring, and respect in relation to students. This is seen in the highest mean ratings for developing positive and trusting connections (M = 3.77) and demonstrating genuine care in students' well-being (M = 3.77). These characteristics are often seen in day-to-day classroom interactions as teachers build rapport through consistent displays of approachability, fairness, and empathy towards learners. They establish trust by talking openly with their pupils, by listening to their worries, and by giving reassurance, whether they have academic issues or personal problems. Such practice is commonly seen during homeroom sessions, one-to-one consultations, and casual chats when teachers enquire about the emotional status of the learners, attendance problems, and academic achievement. This is in line with Jennings and Greenberg (2009), who underlined that emotionally supportive teachers foster classrooms with trust, safety, and emotional stability. Similarly, Nodding (2018) stressed that caring and relationship trust are necessary for effective teaching and learning.

Also, the teachers are impartial, open, and encouraging in their connection with students. They treat students fairly and pleasantly (M = 3.74) and encourage open conversation (M = 3.74), creating a classroom setting where students feel listened to, valued, and respected. Recognition of students' achievements (M = 3.76). Teachers establish an open dialogue by allowing students to share their thoughts, ask questions openly in debates, and voice their concerns in homeroom or informal class discussions, creating a safe and welcoming learning environment. This is also evident in classroom activities such as group work, presentations, and performance assignments, where teachers provide equal opportunities for participation and make sure that all learners are heard and acknowledged. Teachers often praise students verbally for accomplishments, with boards of appreciation, certificates, or simply vocal affirmations during class discussions. "Mutual respect between instructors and students reduces behavioral problems and improves the classroom climate," Ali and Hassan (2019) also support this. Sympathetic and courteous teachers had increased student involvement and participation (Lopez and Torres, 2023).

Teachers also have a duty to meet the academic and emotional requirements of students. The results of sympathetic responses (M = 3.68), help in overcoming problems (M = 3.71), and active listening to students' concerns (M = 3.72) imply that they are sensitive to the emotional and academic aspects of learning. These methods also help build better relationships between students and teachers and increase student involvement. This finding is in line with Frontiers in Psychology (2023), which found that emotionally knowledgeable and aware teachers create better relational bonds and more supportive classroom environments. Similarly, Ampofo et al. (2025) found a positive relationship between teacher empathy and student well-being, engagement, and resilience.

All indications are regarded as Highly Effective, but a somewhat low mean score was observed in offering advice and mentorship (M=3.66). This suggests that teachers are typically effective in creating relationships, but there may be chances to further deepen mentorship roles to assist students' holistic development. This is consistent with Pianta et al. (2012), who reported that ongoing mentorship and instructional guidance, in addition to emotional support, are critical components of excellent teacher-student relationships.

In general, the statistics imply that teachers are quite competent at developing relationships with students. Their ability to build trust, exhibit empathy, and keep lines of communication open contributes considerably to a positive classroom climate and to productive classroom operations. This is consistent with the broader findings of Jennings and Greenberg (2009), who suggested that emotionally intelligent teachers build relationally rich classrooms that facilitate both academic progress and positive behavioral outcomes.

Table 12. *Summary of Perceived Level of Effective Classroom Processes of Teachers*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Classroom Management	3.65	0.40	Highly Effective
Classroom Learning Environment	3.69	0.36	Highly Effective
Instructional Effectiveness	3.64	0.41	Highly Effective
Student-Teacher Relationship	3.73	0.37	Highly Effective
Overall Mean	**3.68**	**0.04**	**Highly Effective**

Legend: *3.26 - 4.00 (Strongly Agree/Highly Effective) ; 2.51 – 3.25 (Agree/Effective) ; 1.76 – 2.50 (Disagree/Less Effective); 1.00-1.75 (Strongly Disagree/Not Effective)*

The table illustrates the perceived level of teachers' effective classroom procedures in terms of classroom management, classroom learning environment, instructional effectiveness, and student-teacher interaction. The overall mean of 3.68 with a standard deviation of 0.04 interpreted as highly successful suggests that the respondents consistently see teachers as highly competent in the implementation of successful classroom processes across all domains, with very low variability in responses. This general efficacy is often shown in the day-to-day functioning of the classroom as teachers deal with huge class sizes, adhere to planned lesson plans, and build healthy relationships with varied learners despite limited instructional resources and time restrictions.

The findings show that the student–teacher connection ranked first in the four domains with the highest mean score of 3.73, followed by the classroom learning environment (M = 3.69), classroom management (M = 3.65), and instructional effectiveness (M = 3.64). This is evidenced in the school context when teachers create rapport through daily greetings, informal talks, homeroom coaching, and regular emotional support to learners who are struggling both academically and personally. This is exemplified by Pianta, Hamre, and Allen (2012), who highlighted that the quality of teacher–student interactions is at the core of effective teaching, and these relationships are closely linked to positive outcomes in student engagement and classroom functioning. In a similar vein, Brackett, Rivers, and Salovey (2010) have shown that teachers with emotional intelligence are prone to establishing good relationships that foster cooperation, motivation, and learning outcomes.

Furthermore, the high-ranking for-classroom learning environment is consistent with the argument of Jennings and Greenberg (2009) that emotionally supportive teachers generate healthy classroom climates characterized by emotional safety, respect, and active involvement. Such spaces allow for student involvement while reducing anxiety and hence increasing the effectiveness of learning. Similarly, Evertson and Weinstein (2006) underlined the important impact of well-structured and supportive classroom environments on students' behavior and academic achievement.

The results are consistent with Marzano et al. (2003), who reported that effective classroom control is based on three important elements: clear rules, consistent routines, and proactive behavior management. The high grade indicates that teachers can maintain order and structure, which in turn promotes continuity of learning and minimizes disturbances. Similarly, Jennings and Greenberg (2009) found that emotionally competent teachers were more effective in regulating their own behavior and in maintaining consistent standards for behavior in the classroom. Regarding instructional effectiveness, the findings are consistent with Brackett et al. (2010) and Goleman (1998), who stressed that emotionally intelligent teachers demonstrate better instructional delivery, adaptability, and engagement strategies. The high mean suggests that teachers are effective in delivering lessons, assessing learning, and adapting instruction to student needs, which enhances overall academic outcomes.

There was very little standard deviation (SD = 0.04), showing that the respondents were quite comparable in their opinions of how effective teachers were in directing classroom procedures. These results agree with the study of García Martínez et al. (2021), who argued that the capacity of emotional intelligence allows teachers to maintain a stable and successful teaching approach, which results in a greater uniformity of the teaching practice and favorable classroom outcomes.

Overall, the data suggest that teachers exhibit a high level of classroom operations in all categories. As shown by Jennings and Greenberg (2009), Brackett et al. (2010), and Pianta et al. 2012). Their capacity to develop relationships, to foster supportive learning environments, and to manage classrooms and teach well exemplifies the importance of emotional intelligence in effective teaching.

Part IV. *Correlation between Emotional Intelligence and Effective Classroom Processes*
Table 13 *Relationship between emotional intelligence and their effective classroom processes*

Emotional Intelligence	Effective Classroom Processes			
	Classroom Management	Classroom Learning Environment	Instructional Effectiveness	Student-Teacher Relationship
Self-Awareness	.585**	.536**	.485**	.494**
Self-Regulation	.592**	.584**	.494**	.459**
Motivation	.615**	.557**	.669**	.585**
Empathy	.738**	.712**	.627**	.700**
Social Skills	.825**	.775**	.686**	.754**

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 13. Correlation between emotional intelligence and successful teaching approaches according to Spearman's rho. All computed p-values (p = 0.000) are below the level of significance of 0.05, which indicates each relationship is statistically significant. So, teachers' emotional intelligence is intimately tied to the success of classroom management, the learning environment in the classroom, the effectiveness of teaching, and the student-teacher connection. This means that teachers with a high level of emotional intelligence are more capable of managing their classes, creating a healthy learning atmosphere, delivering efficient instruction, and establishing a wonderful rapport with their students. This is seen in classroom scenarios when teachers with emotional intelligence are cool when learners misbehave, change classes when students are confused, give support to scared or struggling learners, and maintain open communication with their pupils. The results suggest that emotional intelligence has a substantial effect on boosting the performance of instructors in practical tasks and communication in the classroom. This is consistent with the study of Chen et al. (2020), and Ahad et al. (2021) revealed that teachers with high emotional intelligence are more effective in teaching, classroom management, and teacher-student interaction.

The correlation results suggest that emotional intelligence is not an isolated personal trait but a core determinant of classroom effectiveness. This is consistent with the theoretical framework of Goleman (1995), who posited that emotional competencies directly influence professional performance, particularly in interpersonal and socially demanding settings such as teaching.

The results showed that self-awareness had a moderate positive correlation with classroom management (r = .585), classroom learning environment (r = .536), instructional effectiveness (r = .485), and student–teacher interaction (r = .494). The teachers' self-awareness is thus revealed in concrete settings of the classroom. For example, during a boisterous group activity, when the learners get too exuberant and unruly, a self-aware teacher would feel irritated, but instead of raising their voice, they would stop, speak in a calm voice and redirect the kids. In a different context, when students are showing signs of misunderstanding during a mathematics session, the teacher can identify potential frustration and make an adjustment by re-teaching the idea using visual supports or by creating learning partnerships among the students. In instruction, if the teacher finds his hands tied with a heavy workload, he can change the pace of the class, simplify instructions or add short interactive activities such as games or recitations to keep students interested. For example, when an admin issue or a difficult class is over, a self-aware teacher still creates space for learners in consultation time, listens carefully to what's bothering them, and is courteous and sympathetic. These are examples of classroom settings that demonstrate how self-awareness enables teachers to self-regulate emotions and respond appropriately to actual needs of the classroom.

Goleman (2017) supports this finding by stating that self-awareness is the foundation of emotional intelligence and a key factor in decision-making and interpersonal conduct. Similarly, Jennings and Greenberg (2009)

discovered that self-aware teachers were more effective in establishing emotionally supportive classrooms, managing stress, and developing positive relationships with students.

The results showed that self-regulation had a moderate positive relationship with classroom management (r = .592), classroom learning environment (r = .584), instructional effectiveness (r = .494), and student – teacher connection (r = .459). Teachers stay calm when learners are rowdy or unruly. They are polite and tenacious in the enforcement of regulations, but do not retaliate in anger. In the event of disturbances or difficult sessions, they establish a positive atmosphere in the classroom by smoothly continuing with instruction and adopting methods to sustain students' focus. Self-regulated teachers adjust their instruction if students don't understand the lesson by rephrasing concepts using simpler language or visual cues in instruction. They might relate to students politely during classroom stress or behavioral concerns, so that kids feel supported and the classroom is kept orderly and a place for learning.

This is according to Jennings and Greenberg (2019), who discovered that emotional regulation is important for classroom order and minimizing teacher stress. Teachers competent at managing their emotions can create nice learning environments and foster student engagement (Brackett et al., 2020).

The results reveal that there is a moderate to strong positive link between motivation and classroom management (r = .615), classroom learning environment (r = .557), instructional effectiveness (r = .669), and student–teacher interaction (r = .585). Motivated teachers are more determined, goal-oriented, and motivated to improve classroom operations. They have set protocols and apply positive discipline to learner misbehavior consistently until they see improvement. They create interactive classroom settings by organizing activities and engaging involvement from even less active learners. In instruction, motivated teachers prepare additional materials such as remedial and enrichment activities and modify classes when learners have difficulty understanding ideas. They also build student-teacher relationships by following up, encouraging, and tracking the students' progress to promote academic success.

Their intrinsic motivation helps them to engage students more, use successful tactics, and keep great connections in the classroom. Ryan and Deci (2020) also corroborate this conclusion in their Self-Determination Theory, which states that intrinsic drive improves performance, persistence, and engagement. Hattie (2018) similarly pointed out that instructors' motivation is a powerful predictor of student progress and instructional effectiveness because motivated teachers continuously implement good teaching practices.

The results show high positive correlations of empathy with classroom management (r = .738), classroom learning environment (r = .712), instructional efficiency (r = .627), and student–teacher interaction (r = .700). Empathetic teachers are more aware of the behavior of students, how to meet their emotional needs, and how to create a friendly and inclusive classroom. Empathy allows teachers to respond to children with care and empathy, which increases trust and cooperation in the classroom.

This is in line with Nodding's (2018) insistence that caring and empathy form the foundation of good teaching. Similarly, Schonert-Reichl (2017) found that teacher empathy dramatically improved student involvement, emotional well-being, and classroom atmosphere. These results show empathy to be a major determinant of relationship and instructional success.

Results showed very strong positive associations with classroom management (r = .825), classroom learning environment (r = .775), instructional effectiveness (r = .686), and student–teacher connection (r = .754) in terms of social skills. This suggests that teachers with good interpersonal and communication skills are very good at managing the classroom, building collaboration, and creating good relationships with pupils. Social skills help teachers convey expectations, settle disagreements, and establish an organized, cooperative learning environment.

This finding is also corroborated by Goleman (2017), who considered social skills to be important for leadership, communication, and relationship management. Durlak et al. (2020) have highlighted the importance of social-emotional skills in fostering better classroom interaction, student involvement, and success in teaching.

Overall, the results show that all categories of emotional intelligence are favorably and significantly associated with effective classroom operations. Of these, social skills and empathy demonstrate the strongest relationships with indicators of classroom effectiveness, suggesting that interpersonal emotional competencies are more powerful influences on classroom outcomes than intrapersonal competencies such as self-awareness and self-regulation. This means that while self-management abilities are essential for internal regulation, it is the ability to connect, communicate, and empathize with pupils that is more necessary for classroom effectiveness.

These findings validate the more general findings of Jennings and Greenberg (2009) and Brackett et al. (2010), who found that emotionally intelligent teachers are more successful in classroom management, educational

delivery, and pleasant teacher–student relationships. Therefore, improving teachers' emotional intelligence through specialized professional development programs could have a major impact on classroom management, teaching quality, and overall learning results.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Teachers are encouraged to continue to improve their emotional intelligence, especially in self-regulation, which was the lowest scoring of the five components. Although it is still perceived as very high, it points to the need to further develop the teachers' capacity to deal with emotional response in stressful or demanding classroom contexts.
2. The Department of Education and school administrators can create and administer an emotional intelligence improvement program for teachers. This program may include training sessions, workshops, and reflective exercises on stress management, strategies for emotional regulation, mindfulness techniques, and coping mechanisms for problems in the classroom. Peer mentorship and coaching sessions may also be included, in which teachers can exchange experiences and effective approaches in coping with difficult classroom scenarios.
3. Schools' administrators may promote continuous reflective practice through structured reflection journals, classroom observation feedback, and professional learning communities. These strategies can help teachers become more aware of emotional triggers and improve their ability to respond calmly and professionally in diverse classroom contexts.
4. Future researchers are encouraged to further study emotional intelligence and classroom practices using a wider respondent base and a variety of educational settings, including rural as well as urban. Future research can also explore mixed methods approaches for more nuanced insights into how emotional intelligence is employed in real classroom scenarios beyond quantitative measures. In addition, longitudinal studies might be developed to examine the growth of teachers' emotional intelligence over time and its role in maintaining successful teaching, classroom management, and influencing student outcomes. Additionally, the significance of specialized emotional intelligence-based training or intervention programs for teachers needs to be studied to find practical strategies to improve self-regulation, empathy, and other fundamental competencies in the real classroom environment.

References

Adebayo, F. A., & Shittu, R. K. (2020). Emotional intelligence as a predictor of teachers' effectiveness in secondary schools. *International Journal of Instruction*, 13(2), 921–934. https://doi.org/10.29333/iji.2020.13263a

Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). attitude, organizational commitment and emotional intelligence of Malaysian vocational college teachers. *Journal of Technical Education and Training, 13*(1). https://doi.org/10.30880/jtet.2021.13.01.002

Ali, S., & Hassan, R. (2019). Teacher social skills and classroom discipline strategies. *International Journal of Educational Development*, 66, 45–53.

Ampofo, E. T., et al. (2025). Teacher empathy and student mental health: Effects on engagement and emotional well-being. *Frontiers in Psychology*.

Antonopoulou, H. (2024). The value of emotional intelligence: Self-awareness, self-regulation, motivation, and empathy as key components. *Technium Education and Humanities, 8*, 78. https://doi.org/10.47577/teh.v8i.9719

Bar-On, R. (1997). The Emotional Quotient Inventory (EQ-i): Technical manual. Multi-Health Systems.

Bardach, L., Klassen, R. M., & others. (2021). Teachers' psychological characteristics and instructional effectiveness: A systematic review. *Educational Psychology Review*, 33, 1–28.

Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2011). Emotional intelligence: Personal, social, educational, and workplace implications. *Social and Personality Psychology Compass, 5*(1), 88–103.

Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17–43). Lawrence Erlbaum Associates.

Bruney, G. (2013). Teacher–student relationships and classroom climate development. *Journal of Educational Research*, 106(2), 123–135.

CASEL. (2023). *Social and emotional learning (SEL) competencies and classroom practices.* Collaborative for Academic, Social, and Emotional Learning.

Chehayeb, L., Olszynska, K., Bhuvaneshwara, C., & Tsovaltzi, D. (2025). *Effects of a co-regulation model for MR teacher training: HRV and self-compassion as indicators of emotion regulation*. arXiv. https://arxiv.org/abs/2502.15383

Chen, J., Lee, J. C., & Dong, J. (2020). Emotional trajectory at different career stages: Two excellent teachers' stories. *Frontiers in Psychology, 11.* https://doi.org/10.3389/fpsyg.2020.01034

Cihan, M. Ö., & Dılekmen, M. (2024). Emotional intelligence training for pre-service primary school teachers: Mixed methods research. *Frontiers in Psychology, 15.* https://doi.org/10.3389/fpsyg.2024.1326082

Corbí, R. G., Pozo-Rico, T., Pertegal-Felices, M. L., & Sánchez, B. S. (2018). Emotional intelligence training intervention among trainee teachers: A quasi-experimental study. *Psicologia Reflexão e Crítica, 31*(1)https://doi.org/10.1186/s41155-018-01121

Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education, 35*, 34. https://doi.org/10.1016/j.tate.2013.04.008

De Guzman, M., & Garcia, R. (2020). Classroom routines and student engagement in elementary schools. *Asia-Pacific Journal of Education*, 40(3), 289–302.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis. *Child Development, 82*(1), 405–432.

Elias, M. J., & Weissberg, R. P. (2023). The RULER approach and SEL frameworks in classroom rule-setting. *Journal of SEL Research and Practice, 6*(2), 112–126.

Embry, D. D., & Biglan, A. (2023). The Good Behavior Game: Updated evidence for classroom behavior management. *Journal of Applied Behavior Analysis, 56*(1), 45–60. https://doi.org/10.1002/jaba.954

Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management*. New York, NY: Routledge.

Evertson, C. M., & Weinstein, C. S. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.

Fernández-Berrocal, P., Gutiérrez-Cobo, M. J., Rodríguez-Corrales, J., & Cabello, R. (2017). Teachers' affective well-being and teaching experience: The protective role of perceived emotional intelligence. *Frontiers in Psychology, 8.* https://doi.org/10.3389/fpsyg.2017.02227

Fiorilli, C., Benevene, P., Stasio, S. D., Buonomo, I., Romano, L., Pepe, A., & Addimando, L. (2019). Teachers' burnout: The role of trait emotional intelligence and social support. *Frontiers in Psychology, 10.* https://doi.org/10.3389/fpsyg.2019.02743

Frontiers in Psychology. (2023). Exploring teacher mindfulness and emotional intelligence: Implications for classroom interactions and relationships. *Frontiers in Psychology, 14,* 1301786. https://doi.org/10.3389/fpsyg.2023.1301786

Frontiers in Psychology. (2023). Teacher mindfulness, emotional intelligence, and student engagement: A correlational study. *Frontiers in Psychology, 14,* 1301786. https://doi.org/10.3389/fpsyg.2023.1301786

Frontiers in Psychology. (2023). Teachers' emotion regulation, engagement, and classroom anger: A structural equation model. *Frontiers in Psychology, 14,* 1240943. https://doi.org/10.3389/fpsyg.2023.1240943

Frontiers in Psychology. (2025). Teacher emotional clarity and quality of student relationships. *Frontiers in Psychology, 16,* 1572070. https://doi.org/10.3389/fpsyg.2025.1572070

García-Martínez, I., Navío, E. P., Ferra, M. P., & Quijano-López, R. (2021). Relationship between emotional intelligence, educational achievement and academic stress of pre-service teachers. *Behavioral Sciences, 11*(7), 95. https://doi.org/10.3390/bs11070095

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.

Gómez -Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2021). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education, 52*(1), 1. https://doi.org/10.1080/0305764x.2021.1927987

Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1–26. https://doi.org/10.1080/1047840X.2014.940781

InCoRe Research Group. (2025). The InCoRe model: Co-regulation in classroom instruction. *Teaching and Teacher Education, 132,* 104232. https://doi.org/10.1016/j.tate.2025.104232

Jaberi, A. T. A., Alzouebi, K., & Khurma, O. A. (2024). An investigation into the impact of teachers' emotional intelligence on students' satisfaction of their academic achievement. *Social Sciences, 13*(5), 244. https://doi.org/10.3390/socsci13050244

Jennings, P. A. (2023). Mindfulness and positive discipline in managing classroom behavior. *Mindfulness in Education Journal, 11*(3), 210–225.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to child and classroom outcomes. *Review of Educational Research, 79*(1), 491–525.

Joffė-Luinienė, R., Sabajevas, A., Vainoriene, E., Gaveliene, V., Miskelovic, A., Milisauskiene, R., Piguleviciene, J., & Vainoras, A. (2021). Emotional intelligence developing training program's impact on teachers' psycho- emotional state. *Journal of Complexity in Health Sciences, 4*(2), 45. https://doi.org/10.21595/chs.2021.22327

Johnson, R., & Lee, S. (2022). Communication-focused classroom management training and teacher effectiveness. *Journal of Classroom Interaction*, 57(1), 22–35.

Jönsson, A., et al. (2024). Teacher relational skills and student engagement outcomes. *Learning and Instruction*, 89, 101792.

Jůvová, A., & Duda, J. (2021). Emotional intelligence and pedagogical communication in schools. *Pedagogical Research*, 6(3), 1–10.

Hattie, J. (2018). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Kaplan, D. E. (2019). Emotional intelligence in instructional design and education. *Psychology, 10*(2), 132. https://doi.org/10.4236/psych.2019.102011

Kaur, I., Shri, C., & Mital, K. M. (2019). The role of emotional intelligence competencies in effective teaching and teacher's performance in higher education. *Higher Education for the Future, 6*(2), 188. https://doi.org/10.1177/2347631119840542

Koutsioumpa, E. (2023). Contribution of emotional intelligence to efficient leadership: A narrative review. *Technium Social Sciences Journal, 48,* 204. https://doi.org/10.47577/tssj.v48i1.9529

Kyriazopoulou, M., Metsäpelto, R., Varis, S., Poikkeus, A., Tolvanen, A., Galanaki, E., & Mikkilä-Erdmann, M. (2025). Teacher education students' emotional intelligence and teacher self-efficacy: A cross-cultural comparison.*Current Psychology.*https://doi.org/10.1007/s12144-024-06999-y

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* ASCD.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers.* American Psychological Association.

Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher–student relationships and engagement. *Handbook of Research on Student Engagement*, 365–386.

Pozo-Rico, T., & Sandoval, I. (2020). Can academic achievement in primary school students be improved through teacher training on emotional intelligence as a key academic competency? *Frontiers in Psychology, 10.* https://doi.org/10.3389/fpsyg.2019.02976

PubMed. (2025). Teacher–student relationship quality and student outcomes: A systematic review. *PubMed Central*. https://pubmed.ncbi.nlm.nih.gov/

Purnomo, N. (2020). Theological review of emotional intelligence for educators. *Diligentia Journal of Theology and Christian Education, 2*(1), 77. https://doi.org/10.19166/dil.v2i1.2058

Romanelli, F., Cain, J., & Smith, K. M. (2006). Emotional intelligence as a predictor of academic and/or professional success. *American Journal of Pharmaceutical Education, 70*(3), 69. https://doi.org/10.5688/aj700369

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self- determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61,* 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Santos, R., & Lee, K. (2023). App-based instructional management using learning styles for classroom engagement. *International Journal of Educational Technology, 40*(2), 88–102. https://doi.org/10.1016/ijet.2023.02.04057

Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. The Future of Children, 27(1), 137–155.

Sharma, P., & Singh, A. (2021). Emotional intelligence, teacher motivation, and burnout: A mediated relationship in schoolteachers. *Journal of Educational Psychology and Counseling*, 11(3), 45–58.

Six Seconds. (2023, March 13). Emotional intelligence protects against teacher burnout: Findings from recent behavioral science research. *Six Seconds: The Emotional Intelligence Network.* https://www.6seconds.org/2024/03/13/emotional- intelligence- to-educe- teacher-burnout

Springer. (2023). Emotion regulation and teaching effectiveness: A meta- analysis. *Educational Review, 75*(4), 567–585. https://doi.org/10.1007/s11218-023-09810-1

Sugai, G., & Simonsen, B. (2012). Positive behavioral interventions and supports: History, defining features, and misconceptions. *PBIS Technical Brief, 1*(1),1– 17.

Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers—the vital resource. *Canadian Journal of School Psychology, 28*(1), 71. https://doi.org/10.1177/0829573512468855

Ye, X., Ahmad, N. A., Burhanuddin, N. A. N., Na, M., & Li, D. (2024). Preschool teachers' emotional competence and teacher self-efficacy towards preschool performance in Zhejiang Province of China. *Behavioral Sciences, 14*(4), 280. https://doi.org/10.3390/bs14040280