



***** **FOSTERING EMOTIONAL INTELLIGENCE AMONG TEACHERS TO IMPROVE CLASSROOM MANAGEMENT IN MABUHAY DISTRICT: ITS RELEVANCE TO WORK EFFICIENCY** *****

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ABSTRACT

This study examined the fostering of emotional intelligence among teachers to improve classroom management in Mabuhay District and its relevance to work efficiency. Specifically, it assessed five dimensions of emotional intelligence: self-awareness, self-regulation, emotional vocabulary, active listening, and empathy. The study employed the descriptive survey method, using a questionnaire-checklist to gather data from 19 school administrators and 162 teachers in Mabuhay District during the second semester of School Year 2025–2026 through midyear 2026. The data were analyzed using weighted mean, ranking, and the t-test. Findings revealed that all five dimensions of emotional intelligence were always practiced by teachers. Active listening obtained the highest average mean of 3.63, followed by self-regulation at 3.62, self-awareness at 3.60, empathy at 3.58, and emotional vocabulary at 3.57. The t-test yielded a computed value of 10.045, exceeding the critical value of 2.306 at the 5% level of significance, resulting in the rejection of the null hypothesis. The findings indicate that school administrators and teachers differed significantly in their assessments of the emotional intelligence practices. The study recommends strengthening emotional intelligence through continuous professional development, reflective practices, emotional

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regulation, effective communication, and empathy to support classroom management and teachers' work efficiency.

Keywords: *emotional intelligence, classroom management, work efficiency, self-awareness, self-regulation, emotional vocabulary, active listening, empathy, teachers, Mabuhay District*

INTRODUCTION

Emotional intelligence is an important professional competency that enables teachers to understand and manage their emotions while recognizing and responding appropriately to the emotions of others. In the teaching profession, educators encounter diverse learner personalities, behavioral concerns, academic difficulties, and emotional needs. These situations require patience, empathy, self-control, effective communication, and sound judgment to maintain a positive and productive learning environment.

Classroom management involves more than establishing classroom rules and maintaining discipline. It includes developing positive teacher–learner relationships, encouraging participation, resolving conflicts, and creating an environment conducive to learning. Teachers who manage their emotions effectively are better positioned to respond calmly to disruptive behavior, address learner concerns, and maintain respectful interactions. Goleman (1995) emphasized the importance of emotional intelligence in personal and

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professional effectiveness, while Brackett et al. (2010) examined its relationship with emotion regulation, burnout, and job satisfaction among teachers.

Emotional intelligence is also relevant to teachers' work efficiency. Educators are expected to perform various responsibilities, including lesson planning, instruction, assessment, administrative work, communication with parents, and participation in school activities. The ability to regulate emotions, listen actively, understand different perspectives, and communicate clearly can help teachers manage these responsibilities more effectively.

In Mabuhay District, teachers face continuing educational demands, including diverse learner needs, curriculum changes, classroom behavior concerns, and administrative responsibilities. These challenges highlight the importance of developing emotional competencies that support effective teaching and professional performance. Although emotional intelligence is widely recognized as an important component of effective teaching, its specific application to classroom management and work efficiency in the local setting warrants examination.

Thus, this study investigated the extent to which five emotional intelligence practices—encouraging self-awareness, teaching self-regulation, expanding emotional vocabulary, promoting active listening, and encouraging empathy—were practiced by teachers in Mabuhay District. It also compared the responses of school administrators and teachers to determine whether a significant difference existed between their assessments.

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The findings are intended to provide a basis for professional development initiatives, school-level interventions, and practices that strengthen teachers' emotional intelligence, improve classroom management, and support work efficiency.

MATERIALS AND METHODS

Research Design

The study employed the descriptive survey method to determine the extent to which emotional intelligence practices were observed among teachers in Mabuhay District. This method was appropriate for describing existing practices and comparing the responses of two groups of respondents.

Research Locale

The research was conducted in Mabuhay District, Zamboanga Sibugay, Philippines. The study covered elementary schools within the district, including Mabuhay Central Elementary School, Malinao Elementary School, Ligaya Elementary School, Catipan Elementary School, Barlac Elementary School, San Roque Elementary School, Sawa Elementary School, Hula-Hula Elementary School, Sto. Niño Elementary School, Bangkaw-Bangkaw Elementary School, Kauswagan Elementary School, Caliran Elementary School, Punawan Elementary School, Taguisian Elementary School, Sioton Elementary School, Tanduc Comot Elementary School, Pamansaan Elementary School, Tumalog Elementary School, and Abunda Elementary School.

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***** **Respondents and Sampling Technique**

The study involved 181 respondents, consisting of 19 school administrators and 162 teachers. The administrators included principals, head teachers, and teachers-in-charge, while the teacher respondents were classroom teachers with at least three years of service.

Purposive sampling, specifically judgment sampling, was used to select the respondents based on their relevance to the objectives of the study.

Research Instrument

The primary data-gathering instrument was a researcher-developed questionnaire-checklist containing 25 statements organized into five dimensions of emotional intelligence, with five statements for each dimension:

1. Encourage self-awareness;
2. Teach self-regulation;
3. Expand emotional vocabulary;
4. Promote active listening; and
5. Encourage empathy.

The instrument underwent a trial administration in Talusan District. Feedback from the evaluators was incorporated to improve the suitability and clarity of the questionnaire items.

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Data-Gathering Procedure

Permission to conduct the study was sought from the Schools Division Superintendent of Zamboanga Sibugay. Following approval, the researcher administered the questionnaire-checklist to the respondents. The participants were informed about the purpose of the study and the confidentiality of their responses. Completed questionnaires were collected, tabulated, and prepared for statistical analysis.

Statistical Treatment

The collected data were analyzed using the following statistical tools:

- **Weighted mean** was used to determine the extent to which each emotional intelligence practice was observed.
- **Ranking** was used to identify the relative standing of the indicators and the five dimensions.
- **T-test** was used to determine whether a significant difference existed between the responses of school administrators and teachers.

The study employed a four-point scale for interpreting the results:

Weighted mean Verbal interpretation

3.26–4.00 Always Practiced

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2.51–3.25	Often Practiced
1.76–2.50	Sometimes Practiced
1.00–1.75	Never Practiced

The null hypothesis stated that there was no significant difference between the responses of school administrators and teachers concerning the five dimensions of emotional intelligence.

RESULTS AND DISCUSSIONS

1. Extent of Emotional Intelligence Practices Among Teachers

The findings revealed that all five dimensions of emotional intelligence were always practiced by teachers in Mabuhay District. This suggests that the respondents generally reported applying emotional intelligence-related practices in classroom management and professional interactions.

Emotional intelligence dimension Average mean Interpretation

Promote active listening	3.63	Always Practiced
Teach self-regulation	3.62	Always Practiced
Encourage self-awareness	3.60	Always Practiced

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Encourage empathy	3.58	Always Practiced
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Expand emotional vocabulary	3.57	Always Practiced
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Source: Findings reported in the uploaded thesis.

2. Self-Awareness

Self-awareness obtained an average mean of 3.60, interpreted as Always Practiced. Teachers reported reflecting on their emotions before responding to learners, accepting constructive feedback to improve classroom management, and recognizing how their emotions influenced classroom decisions. Reflecting on personal emotions obtained a weighted mean of 3.68, while accepting constructive feedback obtained 3.60 and recognizing the influence of emotions on classroom decisions obtained 3.58.

These findings indicate that awareness of personal emotions was an established practice among the respondents. Such awareness is relevant to classroom management because it can help teachers recognize emotional triggers, assess their reactions, and make more considered decisions when addressing learner behavior.

3. Self-Regulation

Self-regulation obtained an average mean of 3.62, interpreted as Always Practiced. Maintaining composure when handling disruptive learner behavior obtained the highest

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reported weighted mean among the cited indicators, at 3.78. Controlling emotional reactions during stressful classroom situations and responding calmly to inappropriate learner behavior each obtained 3.64.

These results emphasize the importance of emotional control in maintaining order and responding professionally to challenging classroom situations. Self-regulation can support work efficiency by helping teachers manage stressful interactions and maintain attention to instructional responsibilities.

4. Emotional Vocabulary

Expanding emotional vocabulary obtained an average mean of 3.57, interpreted as Always Practiced. Managing emotions appropriately during difficult situations obtained a weighted mean of 3.68, expressing thoughts and emotions appropriately obtained 3.61, and demonstrating creativity in finding solutions to challenges and concerns obtained 3.56.

Although this dimension was always practiced, it ranked fifth among the five dimensions. The result suggests that emotional vocabulary was the least prevailing dimension relative to the other measured practices. Continued attention to emotional expression, the identification of feelings, and constructive communication may help teachers respond more effectively to classroom concerns and workplace challenges.

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5. Active Listening

Active listening obtained the highest average mean of 3.63, interpreted as Always Practiced. It was the most prevailing of the five emotional intelligence dimensions assessed in the study. The findings indicate that active listening was a particularly prominent practice among the respondents.

Active listening is relevant to classroom management because it allows teachers to understand learners' concerns, consider different perspectives, and respond appropriately. It also supports communication and collaboration with colleagues and parents. The high rating suggests that listening attentively and considering others' feelings were important practices within the study setting.

6. Empathy

Empathy obtained an average mean of 3.58, interpreted as Always Practiced. Expressing ideas without causing misunderstanding or conflict obtained a weighted mean of 3.66, using appropriate communication when interacting with diverse individuals obtained 3.64, and respecting cultural differences and individual backgrounds obtained 3.60.

These findings highlight the importance of understanding individual differences and communicating respectfully. Empathy can contribute to positive teacher–learner relationships, conflict prevention, and a classroom environment in which learners feel understood and respected.

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7. Comparison of the Five Dimensions

The ranking of the five dimensions showed that active listening was the most prevailing practice, followed by self-regulation, self-awareness, empathy, and emotional vocabulary.

The difference between the highest average mean of 3.63 and the lowest average mean of 3.57 was relatively small. Nevertheless, the ranking identifies active listening as a relative strength and emotional vocabulary as an area that may benefit from additional professional development.

Taken together, the results show that teachers reported consistently practicing all five dimensions. However, the findings represent reported practices and do not, by themselves, establish that emotional intelligence caused improvements in classroom management or work efficiency.

8. Significant Difference Between the Responses of School Administrators and Teachers

The study used a t-test to determine whether the responses of school administrators and teachers differed significantly across the five dimensions of emotional intelligence.

The reported computed t-value was 10.045, while the critical value was 2.306 at the 5% level of significance with eight degrees of freedom. Because the computed value exceeded the critical value, the study rejected the null hypothesis.

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This result indicates a statistically significant difference between the responses of school administrators and teachers as reported in the thesis. The study also identified a mean difference of 0.10 between the two groups.

The difference suggests that administrators and teachers did not assess the emotional intelligence practices in exactly the same way. Their perspectives may reflect differences in professional responsibilities and experiences; however, the study did not establish the specific reasons for the difference. The result highlights the importance of communication and shared assessment between administrators and teachers when developing programs to strengthen emotional intelligence.

9. Relevance to Work Efficiency

The thesis connects emotional intelligence with work efficiency through teachers' ability to manage time, respond appropriately to classroom challenges, communicate effectively, and maintain professional relationships. Self-awareness can support reflective decision-making; self-regulation can help teachers remain composed during stressful situations; emotional vocabulary can facilitate appropriate emotional expression; active listening can improve communication; and empathy can strengthen relationships with learners and colleagues.

These practices may help teachers perform classroom and workplace responsibilities more effectively. However, the study primarily assessed emotional intelligence practices and

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differences in respondents' assessments. It did not report a separate statistical measure that directly establishes the effect of emotional intelligence on work efficiency. Accordingly, the relevance to work efficiency should be interpreted as a practical implication of the findings rather than a demonstrated causal relationship.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings reported in the study, the following conclusions were drawn:

1. **Self-awareness was always practiced by teachers.** The reported average mean of 3.60 indicates that teachers commonly reflected on their emotions, accepted constructive feedback, and recognized the influence of emotions on classroom management decisions.
2. **Self-regulation was always practiced.** With an average mean of 3.62, teachers reported maintaining composure, controlling emotional reactions, and responding calmly to challenging learner behavior.
3. **Emotional vocabulary was always practiced but was the least prevailing dimension.** Its average mean of 3.57 indicates that teachers reported using relevant practices, although this dimension ranked fifth among the five dimensions assessed.

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4. **Active listening was the most prevailing emotional intelligence practice.** It obtained the highest average mean of 3.63, suggesting that listening and considering the perspectives of others were prominent practices among the respondents.
 5. **Empathy was always practiced.** Its average mean of 3.58 indicates that teachers reported using respectful communication, considering individual differences, and expressing ideas in ways intended to prevent misunderstanding and conflict.
 6. **The responses of school administrators and teachers differed significantly.** The computed t-value of 10.045 exceeded the critical value of 2.306 at the 5% level of significance. Therefore, the null hypothesis was rejected.
 7. **Emotional intelligence practices are relevant to classroom management and work efficiency.** The findings support the practical importance of self-awareness, emotional regulation, emotional expression, active listening, and empathy in maintaining productive classroom interactions and fulfilling professional responsibilities. Nevertheless, the study does not establish a direct causal effect on work efficiency.

Recommendations

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

1. **Strengthen self-awareness.** Teachers should regularly reflect on their personal emotions before responding to learners. Journaling, reflective teaching practices, and

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constructive feedback sessions may help teachers recognize emotional triggers and improve classroom decisions.

2. **Sustain self-regulation practices.** Teachers should continue developing strategies for controlling emotional reactions during stressful classroom situations. Professional development activities may include conflict management, stress management, and techniques for responding calmly to disruptive behavior.
3. **Enhance emotional vocabulary.** School administrators should provide opportunities for teachers to improve their ability to identify, describe, and appropriately express emotions. Workshops, reflective discussions, and communication exercises may help address this dimension, which obtained the lowest average mean.
4. **Maintain and strengthen active listening.** Since active listening ranked highest, teachers should sustain this practice by giving learners opportunities to express concerns, listening without premature judgment, acknowledging different perspectives, and providing appropriate feedback.
5. **Promote empathy and respectful communication.** Teachers should continue considering the feelings, backgrounds, and perspectives of learners and colleagues. Inclusive classroom practices and collaborative activities may further strengthen understanding and reduce communication-related conflicts.

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6. **Develop an integrated emotional intelligence program.** School administrators should organize continuing professional development activities that address all five dimensions, with particular attention to emotional vocabulary while sustaining strengths in active listening and self-regulation.
 7. **Improve collaboration between administrators and teachers.** Because the study found a significant difference between their responses, school leaders should provide opportunities for dialogue, feedback, and collaborative evaluation of classroom management practices. Such activities may help clarify differences in perceptions and establish shared professional goals.
 8. **Integrate emotional intelligence into classroom management initiatives.** Schools should incorporate emotional intelligence practices into learning action cell sessions, mentoring, peer observation, and school improvement activities. These initiatives should emphasize practical classroom applications rather than theoretical discussion alone.
 9. **Monitor progress through further assessment.** Schools should periodically evaluate emotional intelligence practices and classroom management outcomes. Future research may include direct measures of work efficiency, classroom observations, and follow-up assessments to determine whether professional development initiatives produce measurable improvements.

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10. **Conduct further research.** Future studies may investigate the relationship between emotional intelligence, teacher performance, classroom management, and work efficiency using larger samples, additional research settings, and more comprehensive statistical analyses.



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Important notes before submission

- The title and author are taken from the uploaded thesis.
- The results and statistical values follow the thesis's reported findings. The statistical analysis, including the reported degrees of freedom and critical t-value, should be checked against the original tables before formal publication.

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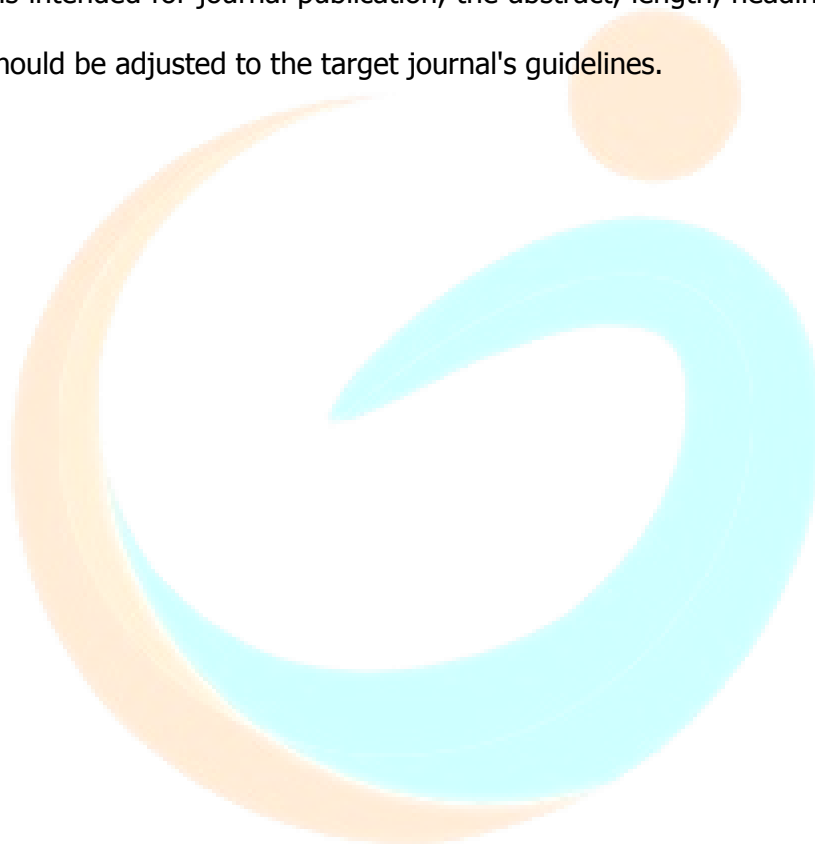
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