Research Paper

Emotional Intelligence and Teacher Productivity and Performance in Public Elementary Schools: An Input for a School-Based Intervention Program

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Abstract

Emotional intelligence (EI) is crucial to every individual's well-being. It is a significant factor in establishing positive relationships, especially in the post-pandemic era. Teachers play vital roles in education as they are the front liners who directly interact with learners, parents, and stakeholders. Therefore, they should have a strong EI to employ constructive approaches in managing their school environment. Therefore, educational leaders and school administrators must recognize how personal challenges impact teachers' emotional intelligence, particularly during the pandemic, by establishing reliable support mechanisms that foster a positive learning atmosphere. These resources can help teachers manage personal issues and empower them to support their students effectively. The study analyzed the impact of Emotional Intelligence on teachers' productivity and performance as input for a school-based intervention program. This descriptive research utilized a quantitative correlation approach. A simple random sampling technique was employed to determine the population sample size. The questionnaire was sent to 655 target respondents from two sub-offices of the Division of Laguna, Department of Education, Philippines, through two methods: via a Google link or using paper and pen, with the permission of their school heads. The questionnaire was sent to the target participants in two ways: through a Google link or through paper-and-pen with the permission of the participants' school heads. The results revealed that the respondents demonstrated high emotional intelligence but average stress management. On the other hand, they were both at high levels in terms of productivity and performance. The relationship between emotional intelligence and teachers' productivity exhibited moderate correlations, while there was a strong correlation between Emotional Intelligence and Teaching Performance. Finally, some demographic factors influenced the relationship between emotional intelligence (EI) and Teaching Performance. Most school interventions focus on skill development, curriculum development, teaching methodologies, or student support systems, and Emotional Intelligence is often neglected. Providing emotional support to teachers is important for recognizing how their emotional states impact their effectiveness and the learning environment. This support can help to continually enhance productivity and performance, leading to better learning outcomes.

Keywords: *Emotional Intelligence; Teachers' Productivity; Teachers' Performance; Stress; Motivation; Intervention Program*

INTRODUCTION

The teaching and learning process typically occurs in classrooms where knowledge is imparted and shared and where students and teachers interact. Hence, Teachers are expected to be productive, exerting their utmost effort to perform their duties effectively and efficiently and ensuring positive learning outcomes (Su et al., 2022). Moreover, they are responsible for fostering a positive learning environment that promotes healthy interactions with learners and significantly contributes to nurturing Emotional Intelligence (EI).

The challenges faced by public school teachers often stem from low Emotional Intelligence (EI), difficulties in managing emotions, and elevated stress levels that hinder appropriate responses to various situations. In the Philippines, numerous studies have reported that teachers experience stress due to their careers (Go et al., 2020). Vice President and Education Secretary Sara Duterte revealed that the Department of Education (DepEd) received 1,800 complaints from children from 2019 to 2022 (Malipot, 2021). Despite these personal challenges, teachers are

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expected to fulfill their duties and play multiple roles as required. Consequently, poor balance and management of personal lives with professional responsibilities can result in stress that affects teachers' productivity, leading to poor performance.

Therefore, the importance of emotional intelligence (EI) in the field of education has been widely recognized. Teachers' Emotional Intelligence and Effectiveness in teaching were significant, thus stressing that teachers with high emotional intelligence employ positive strategies for handling stress at school (Siddique et al., 2020).

Therefore, it is essential to develop and nurture Emotional Intelligence among teachers in public schools. Enhancing EI enables teachers to manage various situations, students, and environments more effectively (Miri & Pishgadam, 2021). Additionally, it empowers students to regulate their emotions and make sound decisions in everyday classroom scenarios. High EI levels not only assist teachers in reducing stress and emotional exhaustion but also enhance their personal and professional well-being, leading to more effective teaching and learning processes.

Teachers' performance is influenced by their Emotional Intelligence across different facets of their profession. Teachers with high Emotional Intelligence are more adept at navigating intricate and dynamic classroom dynamics and fostering a positive and effective teaching and learning environment (Zheng et al., 2022). Emotional Intelligence is an asset in the workplace, impacting performance in a way that requires assessment. Acknowledging and integrating Emotional Intelligence into performance evaluations can lead to a more comprehensive and accurate assessment of an individual's skills and contributions to the organization.

The purpose of this study was to investigate the complex relationship between Emotional Intelligence, Productivity, and Performance among public elementary school teachers in the Division of Laguna, specifically in the sub-offices of Bay and Los Baños. The results of this study will serve as a foundation for developing an intervention program aimed at improving Emotional Intelligence and teaching performance to enhance productivity. In addition, it aims to bridge the gap between theoretical understanding and practical implementation.

The researcher conducted the study to determine the significant relationship between Emotional Intelligence, Productivity, and Performance of public elementary school teachers in the Bay and Los Baños Sub-Offices, Division of Laguna to create a relevant and meaningful intervention program for teachers for professional development and resilience.

Statement of the Problem

This study assessed the Emotional Intelligence (EI) and productivity of elementary school teachers in public schools within the Division of Laguna, specifically the Bay and Los Baños sub-offices. This study provided significant input for the Intervention Program and aimed to answer the following questions:

1. What are the demographic profiles of teachers?
2. What is the level of Emotional Intelligence (EI) Competence of the respondents?
3. What is the level of teachers' productivity?
4. What is the level of teaching performance?
5. Is there a significant relationship between the respondents' Emotional Intelligence (EI) competency and teacher's productivity?
6. Is there a significant relationship between the respondents' Emotional Intelligence (EI) competency and teaching performance?
7. Does the respondents' demographic profile significantly moderate the relationship between their Emotional Intelligence, teachers' productivity, and teaching performance?
8. What intervention plan or program for teachers could be recommended based on the study's findings?

LITERATURE REVIEW

Certainly, having a high Intellectual Quotient (IQ) is undeniably important for success in life. However, success cannot be attained solely through IQ; Emotional Quotient (EQ) or Emotional Intelligence (EI) is equally indispensable. Helping solve problems rationally is essential for building stronger relationships, achieving success in work or school, reaching career and personal goals, reducing group stress, resolving conflicts, and enhancing job satisfaction—all of which are important elements for success in life (Frothingham, 2023).

Mayer and Salovey's Ability Model (1997) emphasizes four emotional skills—perceiving, understanding, managing, and using emotions for decision-making (Brackett et al., 2023). Boyatzis' Competency Model (1982) focuses on emotional intelligence skills like self-awareness, adaptability, and leadership, while Goleman's Mixed Model (1995) integrates both ability and trait emotional intelligence. Bar-On's Mixed Model (1997) assesses 15 emotional and social competencies, including self-awareness and relationship management (Coventry University, 2023).

Furthermore, people with high EI possess specialized talents for evaluating and managing emotions. As a result, individuals with high EI are considered adept at regulating their own emotions and those of others, leading to several recognized adaptive outcomes. This recognition arises from the theoretical significance and practical implications in everyday life, which are acknowledged by both the scientific community and the public (Bru-Luna et al., 2021).

Teachers, like other individuals, experience emotional struggles both personally and professionally. The Department of Education (DepEd) has reported incidents of child abuse involving teachers in schools. Recently, an issue involving an elementary schoolteacher in Antipolo City garnered attention when a grade 5 student allegedly died after being slapped (Ombay, 2023). In some cases, there have been reports of teachers committing or attempting suicide because of personal or professional issues. In response, the assistant division superintendent of DepEd-Leyte, Edgar Tenasas, emphasized the importance of providing public school instructors with stress management skills (Meniano, 2018).

Poor emotional intelligence among teachers may result in poor performance, which is reflected in learners' outcomes and places the country's basic education system at risk. This was evident in the recent PISA (Program for International Student Assessment) results, in which the Philippines ranked 76th out of 81 countries. In this regard, the Teachers' Dignity Coalition (TDC) condemned the government's failure to address problems in the education sector, particularly concerning the welfare and dignity of teachers, which has resulted in poor performance of Filipino learners (Marcelo, 2023).

A previous study pointed out that only 20% of life's results are influenced by cognitive intelligence, while the remaining 80% are attributed to emotional intelligence (EI). He also stressed that EI is a foundational skill that shapes all our words and behaviors since our brains are inherently wired to prioritize emotions, guiding our behaviors that can be honed even if one is not born with an innate capacity and can develop over time (Bradeberry, 2023).

Emotional Intelligence (EI) is highly valued in the field of education, especially for teachers, as highlighted in Daniel Goleman's work (Inclusiveteach, 2023). Consequently, teachers' ability to manage their emotions, navigate various situations, engage with diverse learners, and create a positive learning environment significantly affects learning outcomes.

Research shows that teachers with high Emotional Intelligence (EI) excel at classroom management, which leads to better student engagement, lower stress levels, and higher job satisfaction. Similarly, students with high EI often display higher academic achievement, social skills, mental health, and resilience. Moreover, a study on the benefits of emotional intelligence in classrooms found a link between instructors' EI and academic performance (Kgosiemang & Khoza, 2022). Additionally, it revealed that teachers' emotional intelligence had a substantial impact on

promoting creativity in the classroom, which is critical in shaping learners' beliefs and behaviors (Su et al., 2022).

In response, UNESCO launched a campaign in 2022 to promote the teaching of Emotional Intelligence in the classroom, citing Mayer and Salovey's study, which emphasized that the emotional aspects of cognition and behavior are critical in education (Medori, 2023). Furthermore, the United Nations Sustainable Development Goals (SDGs), particularly Goal 4, emphasize equal quality education and lifelong learning opportunities for all. Therefore, teacher training is critical for fostering global development, reducing inequality and ensuring that education becomes a tool for empowerment and sustainable progress.

Teachers are the cornerstone of education and play indispensable roles in achieving educational objectives. These objectives reflect education quality. Teachers' fulfillment of tasks and responsibilities is influenced by both internal and external factors that impact their performance. A teacher who performs exceptionally well is likely to achieve high levels of productivity. Conversely, if a teacher shows low performance and falls short of meeting the required standards, their work productivity is likely to be low.

Teaching performance, a crucial human aspect, is essential for meeting social and contemporary professional practice standards. It plays a pivotal role in fostering responsibility for effective education, serving both professional development and personal growth (Escribano, 2018). Additionally, its standards serve as valuable benchmarks, guiding classroom activities and knowledge transmission to students. They provide a basis for reflection and continuous improvement in teaching practices (Gonzales, 2022).

A study conducted in Cebu Province, Philippines, among selected elementary and secondary public-school teachers revealed high Emotional Intelligence by effectively compartmentalizing their problems. These teachers can recognize, understand, and manage their emotions in the classroom even when facing challenges. Furthermore, teachers with high emotional intelligence significantly influence classroom behavior, leading to excellent performance (Go, Golbin Jr., Velos, & Bate, 2020). This finding aligns with the research (Pelino & Tantiado, 2022), who assessed the emotional competence of teachers at Pagatpat and Tampion Elementary Schools in Cagayan de Oro. The results revealed that teachers demonstrated unusually high levels of emotional competence, particularly in self-awareness, self-regulation, and self-motivation.

In the school setting, productivity is defined as teachers' ability to utilize and maximize available learning resources to achieve learning objectives (Ayeni & Sadiku, 2020). Improving educational outcomes and teachers' productivity is crucial, especially in educational contexts where limited learning resources are prevalent. Maximizing and appropriately utilizing available learning resources creates positive and meaningful learning experiences for learners.

The productivity of teachers is an important factor in the success of quality education that provides guidance for learners and produces professional graduates, as found by Utami and Harini (2019). Similarly, Suhardi et al. (2020) revealed that the productivity of teachers can influence the advancement of the quality of education within schools (Cabaluna & Moleta Jr, 2023).

Furthermore, Maslow's Hierarchy of Needs highlights the role of health, safety, and security in motivation and productivity. The Hawthorne Effect (1950) shows how environmental changes improve performance. Skinner and Pavlov's Reinforcement Theory emphasizes positive motivation through rewards, while Weiner's Attribution Theory links performance to external factors (Marketing Team, 2022).

Finally, the relationship between Emotional Intelligence and teacher productivity and performance was an important aspect of this study. The findings offer valuable insights for crafting and implementing a school intervention program specifically designed to meet teachers' needs, as determined by their demographic profiles. It explains how EI affects teachers' productivity and

performance and suggests intervention programs to help teachers enhance their EI confidence level, which translates into improved performance based on learning outcomes. By understanding and addressing teachers' diverse needs, schools can foster a supportive learning environment that enhances teachers' effectiveness and productivity.

Hypothesis

The hypothesis that served as a guide for this study is that there is no substantial correlation between respondents' ' Emotional Intelligence (EI) ability and their productivity as teachers; There is no significant correlation between respondents' Emotional Intelligence (EI) ability and teaching performance; and the demographic characteristics of respondents have no substantial moderating effect on the link between EI and teacher productivity and performance.

RESEARCH METHOD

The relationship between teachers' ' Emotional Intelligence, productivity, and performance was explored through data collection, analysis, and statistical treatment. The results were critically and scientifically analyzed, yielding essential insights for developing holistic school intervention programs designed to enhance teachers' productivity and performance.

Research Design

This study used descriptive-correlational research with a non-experimental design to examine the connection between Emotional Intelligence and Productivity among Public Elementary School Teachers in the sub-offices of Bay and Los Baños, Division of Laguna. Thus, it served as valuable input to formulate a holistic intervention program for teachers that offered to devise specialized professional development plans.

The researcher used this design to focus on data gathering. The information obtained directly from the respondents functioned as moderating variables and was scientifically analyzed using central techniques for critical reasoning through in-depth analysis using central techniques for critical reasoning. In addition, it draws the respondent's thoughts, emotions, and ideas using descriptive statistics (Stangor & Walinga, 2019).

Correlation research design was used to measure the relationship between the variables by posing specific questions and gathering quantifiable data from respondents. This method was conducted in an unbiased and objective manner.

Respondents of the Study

The respondents in this study were public elementary school teachers in the sub-offices of Bay and Los Baños, Division of Laguna. The participants included 14 elementary schools in the Bay District (303 teachers) and 13 elementary schools in the Los Baños District (411 teachers. The total population of the target respondents was 714 (N=714). Hence, the researcher only took population sample sizes equivalent to n = 281 for Bay District and n = 374 for Los Baños Districts.

The participants in this research were selected because the researcher is currently employed at the school within the said division, particularly in the Los Baños District sub-office. The problem being addressed in this study is based on observations, to provide alternative suggestions for intervention activities, and their participation was meaningful because it significantly affected the study's results and conclusions.

Sampling Technique

To select target sample respondents from the population, the researcher employed a Simple Random Sampling technique, ensuring that every member of the population had an equal chance

of being chosen. This approach allows for the calculation of sampling errors, which helps reduce bias (Barratt et al., 2015), and is one of the simplest sampling methods (Thomas, 2023) that are easy to understand. To determine the sample size, Slovin's formula with a 0.05 margin of error was applied, resulting in a total target sample size of 655 (n=655).

Research Instrument

A standardized questionnaire was the primary data collection tool utilized by the researcher to gather the necessary information as required variables of this research. The survey was provided in print and as a Google Form to ensure the target sample could complete the survey.

The questionnaire was organized and grouped based on a set of variables. The first section covers respondents' demographic profiles, which include age, gender, educational background, civil status, teaching position, length of service, and adjectival performance ratings. The collected data are essential for conducting a demographic analysis. This allows the researcher to provide valuable insights into the sample's characteristics and needs to evaluate whether they impact the dependent and independent variables. This analysis is crucial for recommending intervention programs and drawing conclusions.

The next section assesses the levels of Emotional Intelligence (EI) among respondents. The assessment was adapted from the National Drug Library Leadership Toolkit but modified and revised by the researcher to include a set of indicators specifically needed for the study. Modifications were also made based on the recommendations of the research questionnaire validators.

The indicators were designed to evaluate various competencies aligned with Daniel Goleman's model. Daniel Goleman's five components of EI (1995)—self-awareness, emotion management, self-motivation, empathy, and social skills—were measured and analyzed using a weighted mean. The questionnaire was structured with a Likert's five-point scale, five possible responses to a statement or question as follows:

Table 1. Interpretation of Teachers' Emotional Intelligence

Scale	Range	Interpretation	
5	4.20 - 5.00	Always	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Average
2	1.80 - 2.59	Occasionally	Low
1	1.00 - 1.79	Never	Very Low

Questions on teachers' productivity adapted from Academia Journals (Ayeni & Sadiku, 2020), were used. Indicators identify factors influencing learners' academic achievement, including grades, motivation, age, prior achievement, home and peer support, classroom environment, quality, and quantity. Similar assessments and indicators were employed to obtain the weighted mean and interpretation.

Finally, regarding performance evaluation, Danielson's Framework for Teaching (FFT) was modified. The framework was intended to support professional development and provide a comprehensive structure for assessing teacher performance. It is divided into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Likert Scale was used to measure the strength of agreement or feelings (Sözen & Guven, 2019). The set of indicators, including those related to Emotional Intelligence and Teachers' Productivity, were arranged, modified, and revised by the researcher on the recommendation of the validators. The Likert scale was also employed to measure the strength of agreement or feelings. The scale

ranges are as follows:

Table 2. Interpretation of Teachers' Performance

Scale	Range	Interpretation
5	4.20 – 5.00	Strongly Agree
4	3.40 - 4.19	Agree
3	2.60 - 3.39	Neutral
2	1.80 - 2.59	Disagree
1	1.00 - 1.79	Strongly Disagree

To ensure the quality and validity of the research instrument and obtain accurate and meaningful results, the questionnaire was submitted to the research adviser and panelists for evaluation of the survey's question relevance. Following approval, the validation process was continued, involving thorough design, piloting, and refinement of the research instruments. The researchers employed diverse statistical and analytical techniques to establish and assess validity at various stages of the research process. Consequently, validity plays a pivotal role in drawing precise conclusions from research findings and making meaningful contributions to the field.

Validation of the Research Instrument

Five research professionals evaluated the survey questions to validate the instrument. The criteria used by the validators for the survey questionnaire tool include clarity, overlapping responses, appropriateness of response lists, application to practice, relationship to problem, and measurement of variables. Scores range from four to one as highest and lowest. Based on the given validator scores and recommendations.

The researcher obtained a permit from the Division Office of Laguna, signed by the Schools Division Superintendent, for proper endorsement to the Public School District Supervisors (PSDS of the Los Baños Bay sub-offices. After receiving approval to conduct the survey with the consent of the school principals for ethical compliance. The researcher distributed the questionnaires or posted a link to the Google Form to provide an easier, safer, and faster way to complete the survey.

Attached to the survey form was a letter outlining the study goals. This letter was signed and approved by the authorized personnel at DepEd. The study objectives, research questions, and hypotheses were aligned with the survey questions.

The responses collected, both online and in hard copy, totaled 654 of 655 target samples, representing a 99.88% response rate. The researcher emphasized the confidentiality of the information disclosed in the questionnaire and respected the decisions of individuals who chose not to participate in the study; likewise, it was in their free will. Ensuring privacy and ethical principles, the researchers assured the respondents that their personal information would be protected according to the Data Privacy Act 10173.

Statistical Treatment of Data

The treatment of quantitative data involved the use of the following statistical tools:

1. Based on the respondents' answers and the validated questionnaires, the data were grouped, encoded, collated, and processed for statistical analysis (Bhadari, 2023).
2. Weighted mean analyses were conducted on the data to assess the average responses for various variables related to the respondents' profiles, including age, gender, educational background, teaching position, length of service, and teachers' Individual Performance Commitment Review Form (IPCRF) Adjectival Ratings (Department of Education, 2015).
3. Correlation techniques were used to demonstrate the association between Emotional

Intelligence and Teacher Productivity, defining the level and nature of their relationship. Additionally, Pearson's r-value was employed to assess the strength of the correlation between the two linearly related variables which Pvalues of <.05 were considered statistically significant (Turney, 2022).

4. The results were interpreted using a 5-point Likert scale (Sözen & Guven, 2019).

Data Analysis

The data collected from the respondents' responses were grouped, encoded, collated, and processed for statistical analysis. Descriptive and inferential analyses were then carried out on the data sets (Bhadari, 2023). The weighted average mean was utilized for Teachers' Profiles, Emotional Intelligence, Productivity, and performance to assess the varying importance of their responses, providing a clearer understanding of the data. This method ensured that the analysis accurately reflected the relative significance of each response in line with the study objectives.

To test the hypothesis and determine the strength and direction of the linear relationship between the variables, Pearson's r correlation coefficient was used as a statistical measure (Turney, 2022). Additionally, the influence of the respondents' profiles on the dependent and independent variables was examined through moderation analysis. This analysis provided insights into the conditions under which the relationship between the independent and dependent variables is stronger or weaker, helping to identify whether the relationship remains consistent across different levels or contexts.

FINDINGS AND DISCUSSION

The respondents' demographic profiles, such as age, education, gender, civil status, position or designation, length of service, and hours of teaching load of 654 elementary teachers in Los Baños and Bay districts, Division of Laguna, were organized and interpreted based on the weighted average mean.

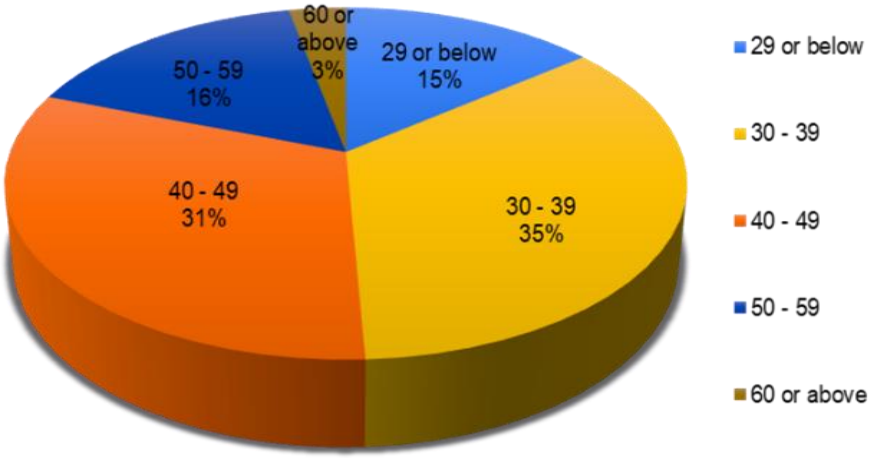

Figure 1. Age Group Distribution

As shown in Figure 1, the age group of respondents (n=654) mostly ages between 30-39 (34.9%; n=228), followed by ages between 40-49 (31.3%; n=205). At the same time, the smallest age group of respondents was from the bracket of 60 or above (3.2%; n=21). They are teachers who are about to retire.

Hence, most of the teachers were in their 30s and 40s. This is likely because they are mid-career professionals who are active, confident, and have accumulated enough experience to contribute valuable perspectives and insights to this type of research.

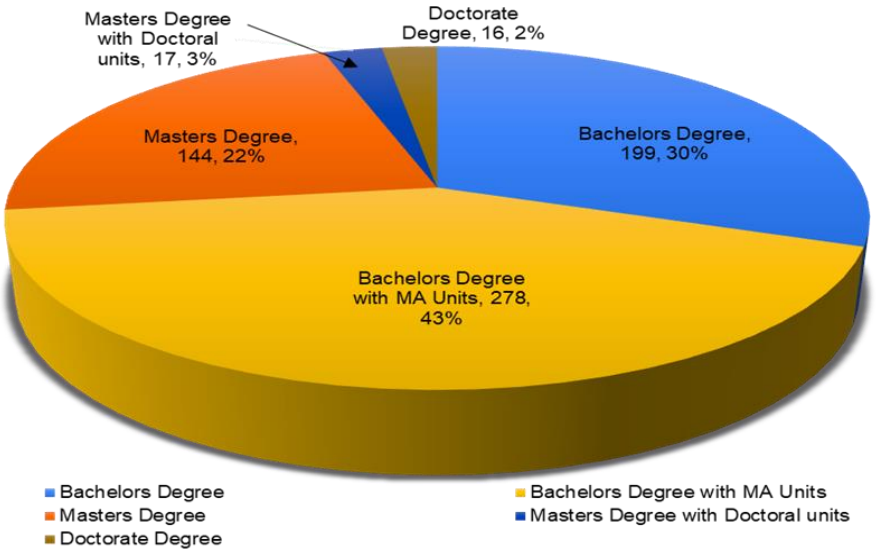

Figure 2. Educational Attainment

As shown in Figure 2, among the respondents (n=654), almost half (42.5%; n=654) had bachelor's degrees with MA Units, followed by bachelor's Degrees (n=199; 30.4%) and master's Degrees (n=144; 22%). Nonetheless, master's degrees with Doctoral Units and Doctorate degrees were the lowest (n=17; 2.6% and n=16; 2.4%) respectively.

The results show that most teachers today pursue post-graduate studies. Among the 654 respondents, over half (455 or 69%) are currently enrolled, have completed coursework, or have graduated from graduate programs, while the remaining 199 respondents (30.4%) hold only a bachelor's degree.

The findings underscore the commitment of teachers to continuous learning and their pursuit of qualifications that are aligned with their career goals and professional aspirations, particularly in teachers from the sub-offices of Los Baños and Bay who value the importance of continuous education for professional development, career advancement, and effective educators.

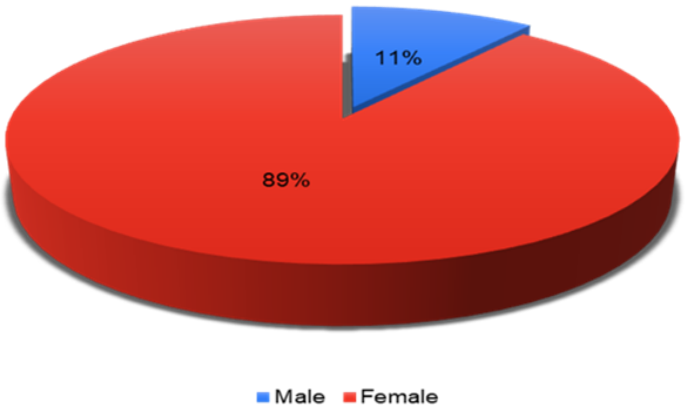

Figure 3. Sex/gender distribution

As shown in Figure 3, most respondents were female (n=585; 89.4%), and the remaining were male (n=69;10.6%). The results revealed gender disparity among respondents was evident.

The results indicate that most of the teacher respondents were female, indicating that teaching, particularly at elementary level, is a predominantly female profession. In addition, it suggests prevailing gender biases and cultural expectations regarding career choices. Hence, young

learners' perceptions are generally about caring, nurturing, and mother figure, especially in elementary.

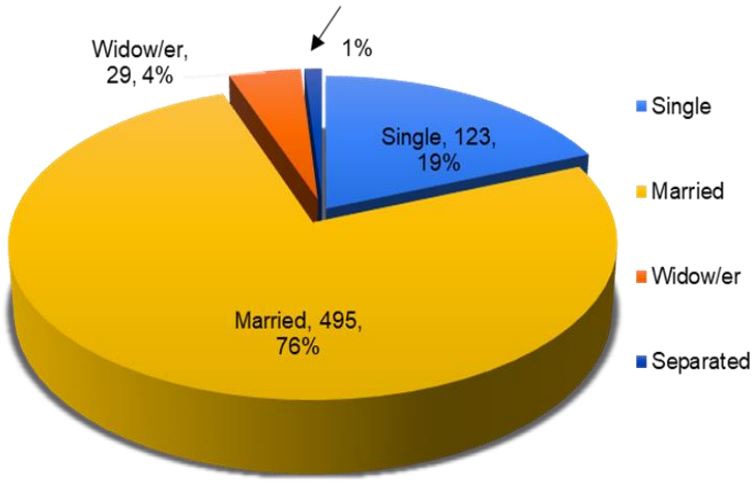

Figure 4. Civil Status Distribution

As shown in Figure 4, most respondents (n=654) were married (n=495; 75.7%), followed by singles (n=123; 18.8%), whereas the least were widow or widower (n=29;4.4%) and separated (n=7; 1.1%).

The results highlighted that most respondents were married. This likely reflects that the teacher demographics in the Los Baños and Bay sub-offices predominantly comprise individuals in marital relationships. The high percentage of married respondents may be attributed to various factors, including the sample's age range, societal norms regarding marriage and family life, and the stability associated with married life, which might attract individuals to pursue a career in education. Additionally, many teachers are married because this signifies stability and financial security, as teaching in public schools provides a relatively stable income that can meet the basic needs of a family.

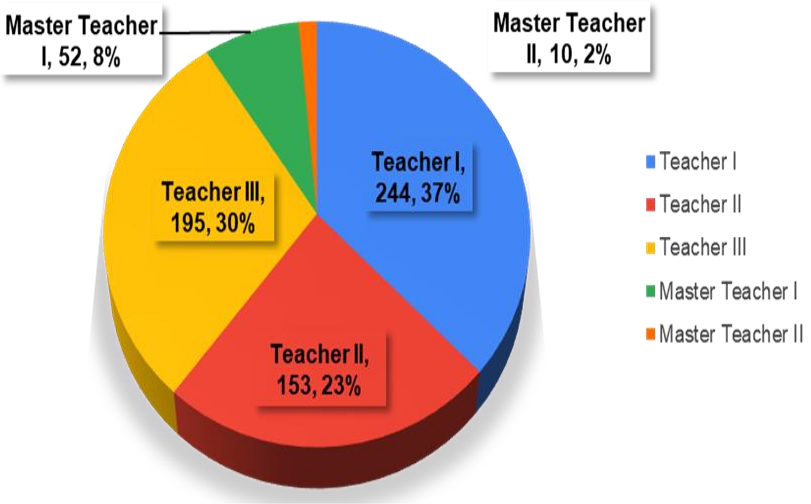

Figure 5. Teaching Position Distribution

As shown in Figure 5, most teachers' respondents (n=654) were in the Teacher I position (n=244; 37.3%), followed by Teacher III (n=195; 29.8%) and Teacher II (n=152; 23.4%). In contrast, the least represented teaching position among respondents was Master Teacher II, with

only 10 individuals (n=10;1.5%).

The results suggest that the largest group of respondents held the Teaching I position because it is an entry-level position in DepEd. In contrast, the Master Teacher positions were the least represented because DepEd regulations stipulate that the total number of Master's teachers in elementary schools cannot exceed 10% of the total teaching positions in each sub-office.

The lower representation of Master Teacher I and Master Teacher II positions could indicate that fewer respondents have attained higher positions or levels of experience within the teaching hierarchy. Additionally, it might reflect the hierarchical structure within the education system, where advancement to higher positions may require more experience or specific qualifications.

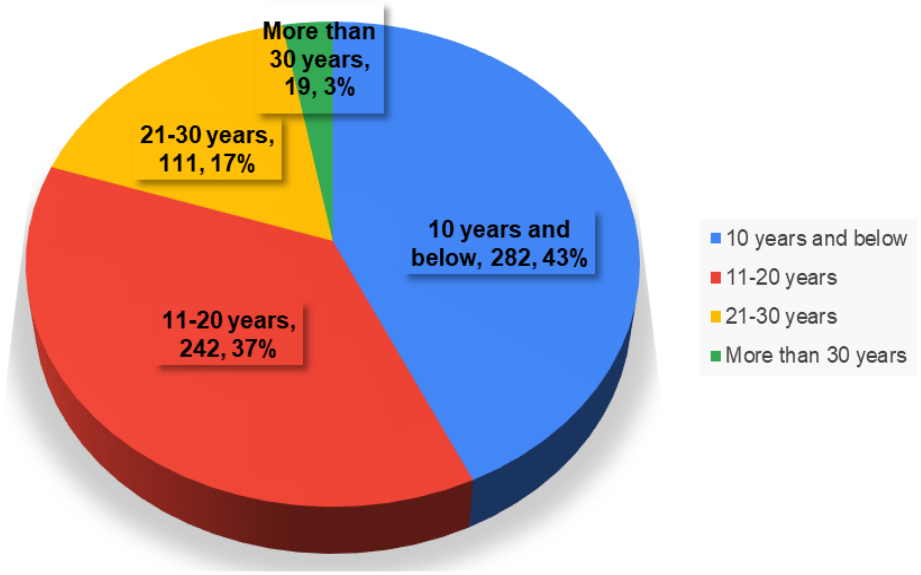

Figure 6. Length of Service Distribution

As shown in Figure 6, almost half of the respondents (n=654) had been in the service for 10 years or less (n=283; 43.1%), followed by those who were in the service between 11 and 20 years (n=242; 37%). On the other hand, those who have been in service for more than 30 years were the most minor group (n=19;2.9%). These are teachers who are about to retire.

The distribution of respondents' length of service reveals that the most significant proportion, comprising 43.1% of the total, served for 10 years or less. This suggests the significant presence of relatively early career teachers within the sample. Additionally, approximately 37.0% of respondents had a length of service ranging from 11 to 20 years, indicating a substantial number of teachers who have gained moderate experience in their profession.

The distribution reflects a diverse range of experience levels among respondents, ranging from relatively new to teaching to those who have been in the profession for over a decade. This highlights the importance of considering varying levels of experience when examining factors such as Emotional Intelligence and productivity.

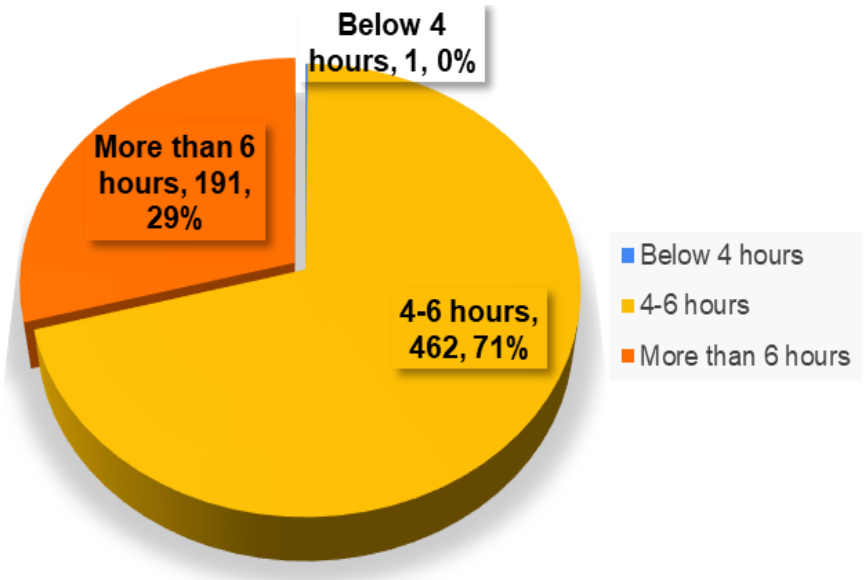

Figure 7. Teaching Load Distribution

As shown in Figure 7, most respondents (n=654) have 4-6 hours of teaching load (n=462; 70.6%), while the least have below 4 hours of teaching load (n=1; .2%).

The results indicate that 71% of the teachers had a teaching load of 4-6 hours. This aligns with DepEd's policy, which allocates 6 hours classroom instruction, with the remaining 2 hours designated for other teaching-related activities. On the other hand, teachers extend their actual classroom teaching hours for more than hours probably for various reasons like the number of teaching staff available in the school, some teachers being on leave, being in higher positions like Masters Teachers, which require more time in teaching, and others. Meanwhile, respondents with less than 4 h of teaching were likely to have other school-related tasks that necessitated a reduction in their teaching workload.

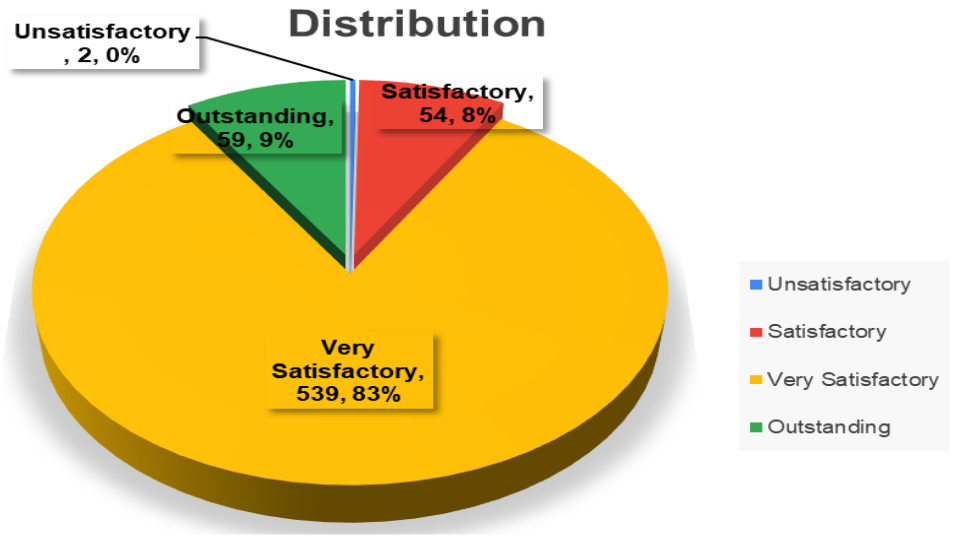

Figure 8. Adjectival IPCRF Rating Distribution

As shown in Figure 8, almost all respondents (n=654) had an adjectival rating of Very Satisfactory in their school year performance rating (n=539; 82.4%), followed by Outstanding

(n=59; 9%). However, there were teachers who received satisfactory ratings (n=54; 8.3%) and Unsatisfactory (n=2; .0%)

This signifies that most teachers' respondents were productive and performed well in their duties and responsibilities. Their performance surpassed the established expectations, goals, and objectives, as assessed according to the given standards and supported with Verification (MOVs). Notably, 9% of the respondents exhibited outstanding performance, demonstrating exceptional job mastery across all areas and contributing excellently to the organization. However, some teachers were rated either "satisfactory" or "unsatisfactory," indicating that they did not meet the required expectations and needed to improve their performance through intensive professional development.

Table 3. Level of Emotional Intelligence (EI) Competence

Indicators	Mean	SD	Interpretation
Self-Awareness	4.02	0.56	Often
Managing Emotions	3.59	0.62	Often
Motivating Oneself	4.00	0.58	Often
Empathy	3.85	0.61	Often
Social Skills	4.02	0.59	Often
Overall	3.90	0.50	Often

Legend: 1.0-1.79: Never; 1.8-2.59: Occasionally; 2.6-3.39: Sometimes; 3.4-4.19: Often; 4.2-5.0: Always.

Table 3 shows that respondents consistently rated their Emotional Intelligence (EI) competence levels as "often" across all indicators, with an average composite mean score of 3.39. These indicators—self-awareness, managing emotions, motivating oneself, empathy, and social skills—are based on Daniel Goleman's Emotional Intelligence frameworks.

The results suggest that most teachers in the Bay and Los Baños sub-offices demonstrate acceptable levels of Emotional Intelligence. However, continuous development is necessary to raise these levels to the highest possible rating of "Always."

Teachers with a high level of EI competency can provide emotional support to students in both classroom and personal situations. They can show empathy that fosters a positive learning environment that has practical implications in everyday life and are recognized by both the scientific community and the public (Bru-Luna et al., 2021). Hence, teachers' positive emotions establish strong connections with students, parents, and colleagues that help them effectively overcome challenges and conflicts.

Various studies have suggested that teachers' ' Emotional Intelligence (EI) is closely linked to their personal and professional well-being (Valente et al., 2022; Cherry, 2022; Arias et al., 2022).

Table 4. Level of Teacher Productivity

Statements	**Mean**	**SD**	**Interpretation**
1. The teacher should adhere to the school timetable.	3.38	0.985	Sometimes
2. The teacher prepares the lesson plan with the existing curriculum and guidelines.	4.36	0.722	Always
3. The teacher effectively utilizes instructional materials.	4.42	0.714	Always
4. The teacher demonstrates a sound knowledge of the subject.	3.80	0.665	Often
5. The teacher ensures adequate learners' participation in lessons.	4.36	0.619	Always

Statements	Mean	SD	Interpretation
6. The teacher effectively manages the classroom.	4.03	0.724	Often
7. The teacher conducts regular, continuous assessments.	3.83	0.682	Often
8. The teacher gives performance feedback to learners promptly.	4.28	0.652	Always
9. The teacher keeps accurate and adequate records.	4.30	0.691	Always
10. The teacher completes the Budget of Work (BOW) within the time frame.	3.26	1.077	Sometimes
Overall	4.00	0.333	Often

Legend: 1.0-1.79: Never; 1.8-2.59: Occasionally; 2.6-3.39: Sometimes; 3.4-4.19: Often; 4.2-5.0: Always.

Table 4 illustrates that among the ten indicative statements of teachers' level of productivity, five were consistently high, marked as "Always", three as "Often", and two as "Sometimes", with a mean score of 3.26. Overall, respondents demonstrated a high level of teacher productivity, with an average mean score of 4.00. This result implies that the teacher respondents were consistently prepared with their lesson plans and aligned with the existing curriculum and guidelines. Along with these, the instructional materials were used effectively and ensured that learners actively participated in the lessons. They also provided performance feedback to learners to assess the effectiveness of the learning process and record these learning performances accurately (Cabaluna & Moleta Jr, 2023).

On the other hand, demonstrating mastery of the subject, classroom management, and regular conduct of assessments marked as "often" still requires further improvement. Enhancing proficiency in these areas creates strong learning support that enables learners to achieve their maximum potential. In addition, teachers must develop their competencies to become more effective.

Generally, the level of teachers' productivity marked as "Often" was high, with a mean score of 4.00, suggesting that opportunities for teachers to continuously improve in teaching practices (Gonzales, 2022) are essential to achieve the highest standards in teaching proficiency and effectiveness to achieve desirable learning outcomes.

Table 5. Level of Teachers' Performance

Indicators	Mean	SD	Interpretation
Preparation and Planning	4.19	0.56	Agree
Learning Environments	4.41	0.55	Strongly Agree
Learning Experience	4.33	0.54	Strongly Agree
Principled Teaching	4.30	0.57	Strongly Agree
Overall	4.31	0.50	Strongly Agree

Legend: 1.0-1.79: Strongly Disagree; 1.8-2.59: Disagree; 2.6-3.39: Neutral; 3.4-4.19: Agree; 4.2-5.0: Strongly Agree.

Table 5 indicates a very high level of teacher performance, with an average mean score of 4.31, which is interpreted as Strongly Agree. This suggests that most respondents upheld professionalism and competency in their duties, ensuring that learners achieved the desired outcomes based on the required standards.

Furthermore, the results revealed that teachers had positive views of their performance in terms of satisfaction, confidence, and excellence. They are perceived as capable of fostering and engaging students in meaningful learning experiences through the effective delivery of knowledge and skills essential to academic success (Kumari & Kumar, 2023; Eberly Center, 2024).

Thus, sustaining this level of performance requires continuous programs for teachers' growth and development that empower more teachers to become competitive in their field for the welfare of their learners (Danielson Group, 2022).

Table 6. Relationship between Emotional Intelligence and Teacher's Productivity

Emotional Intelligence Competence	Teacher's Productivity
Self-Awareness	.078*
Managing Emotions	0.036
Motivating Oneself	.119**
Empathy	.088*
Social Skills	0.033
Overall	.085*

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

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

Table 6 shows the relationship between teachers' Emotional Intelligence (EI) and productivity in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills.

The results reveal a significant relationship between Emotional Intelligence Competence and Teacher's Productivity [$r = 0.085$, $p < 0.05$] because the p-value was less than 0.05. However, the weak positive correlation ($r = 0.085$) suggests that although emotional intelligence competence may slightly increase teachers' productivity, other factors may also influence these variables.

Therefore, the null hypothesis (H_o), which stated that there is no significant relationship between Emotional Intelligence and productivity, was partially upheld and partially rejected. Although the overall relationship was weak, certain aspects of Emotional Intelligence may still have had a significant impact on teachers' productivity.

Finally, enhancing teachers' self-awareness, motivation, and empathy is likely to improve their productivity and performance (Arias et al., 2022). Training programs that focus on these areas may help teachers' professional growth.

Table 7. Relationship between Emotional Intelligence and Teaching Performance

Emotional Intelligence Competence	Teaching Performance				
	Preparation and Planning	Learning Environment	Learning Experience	Principled Teaching	Overall
Self-Awareness	.454**	.370**	.435**	.370**	.450**
Managing Emotions	.435**	.311**	.413**	.373**	.423**
Motivating Oneself	.554**	.557**	.578**	.611**	.635**
Empathy	.479**	.423**	.451**	.493**	.511**
Social Skills	.460**	.505**	.531**	.557**	.567**
Overall	.569**	.518**	.574**	.574**	.617**

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

Table 5 presents the result of the relationship between Emotional Intelligence in terms of Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills, and Teaching Performance in terms of Preparation and Planning, Learning Environment, Learning Experience, and Principled Teaching.

The results indicate a significant positive correlation between Emotional Intelligence Competence and all aspects of Teaching Performance (0.518 to 0.6170). This finding suggests that teachers with higher levels of Emotional Intelligence can perform well in all aspects of teaching,

including preparation and planning, creating conducive learning environments, facilitating engaging learning experiences, and applying principled teaching methods. As a result, the null hypothesis, which stated that there was no significant correlation between respondents' ' Emotional Intelligence (EI) ability and teaching performance, was rejected.

Therefore, it was concluded that teachers need to develop Emotional Intelligence to enhance their teaching effectiveness, which contributes significantly to learning outcomes and supports their professional growth and development (Latif et al., 2017; Go et al., 2020; Su et al., 2022).

Table 8. Moderation Analysis of Emotional Intelligence Competence on Teacher's Productivity

Correlation Variables	Profile Moderator	B	Int_1	F	p-value
Emotional Intelligence Competence and Teacher Productivity df1=1, df2=649	Age	4.0045	0.0202	0.6443	0.4225
	Educational Attainment	3.7026	-0.0081	0.0727	0.7876
	Sex **	5.3097	0.2123	7.7811	0.0054
	Civil Status	4.1153	0.0507	1.0614	0.3033
	Position/Designation	3.6682	-0.0155	0.3800	0.5378
	Length of Service	3.7475	-0.0072	0.0494	0.8242
	Teaching Load	4.1151	0.0355	0.3768	0.5395
	IPCRF	2.463	-0.0925	2.6905	0.1014
Emotional Intelligence Competence and Teaching Performance df1=1, df2=642	Age **	0.9321	-0.0776	7.1248	0.0078
	Educational attainment	1.2401	-0.0695	3.8770	0.0494
	Sex	2.0049	0.0384	0.1775	0.6736
	Civil Status	0.9808	-0.0983	2.9523	0.0862
	Position/Designation **	1.1015	-0.0802	7.6865	0.0057
	Length of Service **	0.9659	-0.1050	8.0885	0.0046
	Teaching Load	1.0823	-0.0699	1.0593	0.3037
	IPCRF	2.2490	0.0424	0.3945	0.5302

Table 8 presents the results of the Moderation Analysis of Emotional Intelligence Competence on Teacher's Productivity using the Hayes Process Macro to test the moderation effects between variables.

The result of Haye's Process major revealed that the demographic profile Sex conditions [B=5.3097, F (1,649) =5.3097, Int_1=0.2123, p-value<0.01] showed a highly significant negative moderating effect on the correlation between Emotional Intelligence Competence and Teacher's Productivity.

In the case of correlation between Emotional Intelligence competence and Teaching Performance, the demographic profile Age condition [B=0.9321, F(1,642)=3.8770, Int_1=-0.0776, p-value<0.01], Educational Attainment condition [B=1.2401, F(1,642)=3.8770, Int_1=-0.0695, p-value<0.05], Position/Designation condition [B=1.1015, F(1,642)=7.6865, Int_1=-0.0802, p-value<0.01], and Length of Service condition [B=0.9659, F(1,642)=8.0885, Int_1=-0.1015, p-value<0.01] shown significant negative moderation.

Hence, the null hypothesis (H_o), which stated that the demographic profile does not moderate the relationship between Emotional Intelligence and Productivity, was partially upheld and partially rejected. These findings suggest that some factors of respondents' demographic profile impact on variables. Thus, when planning intervention programs, demographic factors should be considered (Electives Team, 2024; Gacusan & Calangi, 2022).

Based on the study examining the relationship between Emotional Intelligence and Productivity among public elementary schools in the Bay and Los Baños sub-offices of the Division

of Laguna, proposed school-based intervention programs for teachers' professional growth and development were presented.

These suggested school-based intervention plans, programs, and activities (PPAs) are aimed at enhancing teachers' Emotional Intelligence to boost productivity and performance. They are designed to support professional growth and development, increase job satisfaction, and improve learning outcomes by fostering healthy learning environments and workplaces.

INTERVENTION PLAN ON EMOTIONAL INTELLIGENCE DEVELOPMENT (EID) TO IMPROVE TEACHERS' PRODUCTIVITY AND PERFORMANCE

RATIONALE

Emotional Intelligence plays a crucial role in the field of education. It enhances performance and productivity and reflects on learning outcomes. Apart from fostering professional growth and development, it also helps teachers improve personal well-being and strengthen social interactions and resilience. A series of training, seminars, and workshops focusing on emotional intelligence competence in self-awareness, managing emotions, motivating oneself, empathy, and social skills facilitated by experts like motivational speakers or psychologists will equip teachers with the essential skills needed to navigate the complexities of teaching with Emotional Intelligence and building resilience.

Table 9. Propose Input to School Improvement Plans

Activity	Objectives	Persons Involved	Materials/ Resources	Funding	Time Frame	Success Indicator
Emotion Mapping Workshop	To assess teachers' levels of Emotional Intelligence in terms of self-awareness, emotional management, and empathy through a series of given situations.	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker, Psychologist (if possible)	picture, camera, colored markers, stickers, A3 paper pad, PowerPoint presentation	MOOE School Fund	First Friday of September, 3 hours	The teachers assessed the level of their Emotional Intelligence using their photographed emotions.
Emotional Reflective Journal	To identify the emotional patterns of the participants based on the result of emotion mapping and understand the root cause of pattern behavior.	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker, Psychologist (if possible)	PowerPoint presentation, mapping outputs, colored pen, journal		First Friday of October, 3 hours	The teachers reflect on the identified patterned behavior that affected their EI and make coping strategies to overcome low-level EI domains.
Open Heart Forum	To foster Emotional Intelligence in a supportive and collaborative environment that will improve empathy and strengthen communication.	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker, Psychologist (if possible)	PowerPoint presentation, journal inputs,		First Friday of November, 3 hours	The teachers showed supportive gestures, shared their thoughts, listened attentively, and acknowledged their own emotions and colleagues' feelings.

Activity	Objectives	Persons Involved	Materials/ Resources	Funding	Time Frame	Success Indicator
Emotional Intelligence Building Challenge: Seeing Through Their Eyes	To develop Emotional Intelligence through understanding colleagues and providing support to overcome challenges	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker	PowerPoint presentation, journal inputs, colored paper, markers, glue		Third Friday of December, 3 hours	The teachers established solid connections and provided relevant feedback for improvement.
Productivity Expedition Challenge	To develop a productivity plan based on feedback from previous activities and to monitor and reflect on any resulting changes.	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker	monitoring journal inputs, colored markers or pens, indicator tool guide		Third Friday of January, 3 hours	The teachers showed improvements in behavior, performance, and productivity based on the provided indicators.

INTERVENTION PLAN ON LIFE-WORK BALANCE AUGMENTATION PROJECT

RATIONALE

Life-work balance is essential for the health and well-being of teachers. It promotes a sustainable balance between personal and professional life. Also, it helps to maintain healthy relationships, a sense of belongingness, and job satisfaction, resulting in productive outcomes and good performance. Activities that promote the health and wellness of teachers emphasizing Emotional Intelligence (EI) enhance teachers' effectiveness in teaching and reflect on learners' outcomes. Further, it strengthens network and support mechanisms in the learning environment.

Table 10. Intervention Plan on Life-Work Balance Augmentation Project

ACTIVITY	OBJECTIVES	PERSONS INVOLVED	MATERIALS/ RESOURCES	FUNDING	TIME FRAME	SUCCESS INDICATOR
Emotional Management: Practices for Keeping Composed during Under Pressure	To enhance teachers' Emotional Intelligence (EI) skills such as self-awareness, self-regulation, motivation, empathy, and social skills during high-pressure situations and maintain a positive outlook.	School Head, Guidance Teacher Coordinator, Teachers, Facilitators, Resource Speaker, Psychologist (if possible)	PowerPoint presentation, pens or markers, colored paper, journal	MOOE School Fund	First Friday of September, 3 hours	The teachers understand the importance of EI awareness and show improvement in managing emotions and maintaining composure during stressful situations without feeling burnout.
Dynamic Teaching Approaches for Modern Learners	To equip teachers with various teaching strategies that motivate diverse learners utilizing current trends of learning resources, integration of technologies, and appropriate assessment tools.	School Head, Master Teacher(s), Teachers, Facilitators, Resource Speaker	PowerPoint presentation, curriculum guide, learners' resource materials, instructional materials, colored paper, pens/markers, glue		First Friday of October, 3 hours	The teachers implemented new teaching approaches and strategies, utilizing current trends in learning resources to keep diverse learners engaged and motivated in the learning process
Professional Buddies: Mentorship and Networking	To establish support mechanisms for teachers who need professional development or	School Head, Master Teacher(s), Teachers, Facilitators,	PowerPoint presentation, Teaching Observation Tool results,		First Friday of November, 3 hours	The teachers demonstrated improved teaching effectiveness, which positively impacted

ACTIVITY	OBJECTIVES	PERSONS INVOLVED	MATERIALS/ RESOURCES	FUNDING	TIME FRAME	SUCCESS INDICATOR
Support	additional assistance.	Resource Speaker	journal			learners' outcomes and behavior.
Wellness Programs	To develop wellness activities that support teachers' holistic well-being, including physical, mental, emotional, and social health.	School Head, Wellness Instructors, Teachers, Facilitators, Resource Speaker	PowerPoint presentation, physical exercise kit		Third Friday of Decemb er, 3 hours	The teachers show appreciation for the long-term health benefits of holistic well-being and foster a healthy environment.
Social Harmony and Team Building Initiative	To organize the event(s) that foster social collaboration and promote solidarity among learners, teachers, parents, and stakeholders.	School Head, Parents, Learners, Stakeholders, Teachers, Facilitators, Resource Speaker	PowerPoint presentation, materials for interactive activities		Third Friday of January, 3 hours	The participants demonstrated cooperation and strengthened social support.

Based on the result of the study on the relationship between Emotional Intelligence, Productivity, and Performance among public elementary schools in the Bay and Los Baños sub-offices of the Division of Laguna, several school-based intervention programs are proposed to support teachers' professional growth and development.

These proposed school-based intervention plans, programs, and activities (PPAs) are designed to enhance teachers' Emotional Intelligence, thereby improving productivity and performance. These aim to support professional growth and development, increase job satisfaction, and improve learning outcomes by fostering healthy learning environments and workplaces.

Therefore, the results suggest that school leaders and educational institutions should continuously work to establish structured mechanisms that strengthen teachers' emotional intelligence and implement activities that alleviate stress. This approach aims to make teachers more productive, efficient, and capable of achieving high performance, ultimately leading to desirable learning outcomes.

The findings were consistent with previous research, indicating that teachers' Emotional Intelligence (EI) significantly impacts the teaching and learning process, as evidenced by its effect on student learning behaviors, engagement, and academic performance (Latif et al., 2017). Similarly, it was observed that teachers' EI greatly contributes to promoting creativity in the classroom and enhancing work engagement, thereby encouraging students' creativity (Su et al., 2022).

The demographic profiles have also contributed factors that affect these results. Several studies have found a strong link between age and EI, suggesting that as people get older, they often develop better EI, which in turn improves work performance (Fariselli et al., 2008; Uzonwanne, 2016; Goel & Hussein, 2015; Goleman, 2021; Ramchunder & Martins, 2020). The Library of Medicine confirms that older people are generally better at managing and understanding their emotions, with a positive correlation between age and EI (Electives Team, 2024). Additionally, educational background, years of service, age, and position significantly influence EI, whereas marital status and gender do not. It has been suggested that training enhances EI and improves interpersonal relationships and overall performance (Shrestha, 2022).

CONCLUSIONS

The results indicate a significant but weak positive relationship between Emotional Intelligence and teachers' productivity and performance, partially supporting the null hypothesis.

Conversely, the relationship between Emotional Intelligence and various aspects of teaching performance refuted the null hypothesis. In addition, the null hypothesis regarding the demographic profile's moderation of the relationship between EI and productivity is partially supported.

These findings conclude that the relationship between EI and productivity and performance was weak; however, there are specific areas where EI significantly affects teaching performance and productivity, and certain demographic factors may moderate this relationship.

Therefore, teachers must possess not only a high Intelligence Quotient (IQ) but also Emotional Intelligence (EI), which is in line with Howard Gardner's Multiple Intelligences Theory (1983). Both are essential to foster resilience despite the challenges that a rapidly changing society presents and uncertainties about future events. To support this, an intervention program that considers teachers' demographic profiles should be implemented.

LIMITATION OF RESEARCH

The findings of this study may not fully consider other factors that influence EI and its relationship with teachers' performance and productivity, including cultural differences, socioeconomic backgrounds, and individual teaching styles. In addition, respondents' demographic profiles may overlook other factors that may impact the results. The findings suggest that future researchers should explore other variables to develop an in-depth understanding of how to promote resiliency adaptability.

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