

# Emotional Intelligence and Instructional Engagement of Elementary School Teachers in Jagna District, Bohol as Basis for Developing a Framework

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## ABSTRACT

This study investigated the extent of effect of emotional intelligence on instructional engagement among elementary school teachers in the District of Jagna, Province of Bohol and proposed a framework to enhance teaching practices. Using a quantitative descriptive design, the researcher administered a researcher-made questionnaire to 100 full-time public elementary school teachers during the school year 2025–2026. The study assessed emotional intelligence across four dimensions: self-awareness, self-management, social-awareness, and relationship management, and instructional engagement across planning, delivery, classroom interaction, and assessment and reflection. Data were analyzed using weighted mean, standard deviation, and regression analysis. Findings revealed that teachers demonstrated effective levels of emotional intelligence and instructional engagement, with classroom interaction showing the highest level of engagement. A significant positive effect was found between emotional intelligence and instructional engagement, particularly in the dimensions of social-awareness and relationship management. Based on the results, an emotional intelligence framework was proposed to guide teachers in integrating emotional competencies into instructional practice, thereby enhancing teacher well-being, engagement, and student learning outcomes.

**Keywords:** *Classroom interaction, Emotional intelligence, Instructional engagement, Relationship management, Self-awareness, Self-management, Social-awareness, Teacher development*

## INTRODUCTION

Teachers' welfare is a fundamental pillar of a developing and sustainable educational system. Teachers play a central role in shaping learners' academic, social, and emotional development; thus, their well-being directly influences the quality of instruction and overall school effectiveness. When teachers experience burnout, stress, or emotional exhaustion, their instructional efficacy, enthusiasm, and job satisfaction tend to decline, which may negatively affect classroom practices, school culture, and the attainment of educational goals (Oh, 2023). These challenges underscore the importance of addressing not only teachers' pedagogical competencies but also their emotional and psychological capacities.

In the context of 21st-century education, the role of teachers has expanded beyond the traditional function of content delivery. Teachers are now expected to facilitate inclusive learning environments, respond to diverse learners' needs, manage classroom dynamics, and maintain meaningful relationships with students, colleagues, and stakeholders. These demands require a high level of emotional awareness, adaptability, and resilience. As classrooms become increasingly complex and emotionally demanding, teachers must continuously engage learners cognitively, socially, and emotionally while sustaining their own motivation and professional commitment.

Among the various factors influencing effective teaching, emotional intelligence (EI) has emerged as a critical personal and professional competence. Emotional intelligence refers to an individual's ability to perceive, understand, manage, and appropriately express emotions in oneself and in others (Salovey & Mayer, 1990). In educational settings, emotionally intelligent teachers are better equipped to regulate their emotions, respond constructively to classroom challenges, and foster positive relationships that support learning. Previous studies have associated emotional intelligence with improved instructional climate, enhanced teacher–student relationships, and increased instructional effectiveness (Dolev & Leshem, 2016; Caballero & Lumapenet, 2024).

Despite the growing recognition of emotional intelligence in teacher education and professional development programs, its direct application to enhancing teachers' instructional engagement remains underexplored. Existing research has largely focused on examining the relationship between emotional intelligence and general teaching effectiveness or students' academic achievement. However, relatively few studies have systematically examined how specific emotional intelligence competencies translate into active engagement across core instructional processes, such as instructional planning, instructional delivery, classroom interaction, and assessment and reflection (Burić & Frenzel, 2021; Zhang, Yang, & Liu, 2024). This gap highlights the need for a more integrative and practice-oriented approach that explicitly connects emotional intelligence to teachers' day-to-day instructional responsibilities.

In response to these gaps, the present study seeks to examine the effect of emotional intelligence on instructional engagement among elementary school teachers in the Jagna District, Province of Bohol. More importantly, it aims to use empirical findings as a basis for developing a framework that links emotional intelligence competencies to key dimensions of instructional engagement. By proposing such a framework, this study intends to contribute to both theory and practice by providing educators, school leaders, and policymakers with a structured guide for strengthening teachers' instructional engagement through emotional intelligence. Ultimately, the framework aspires to support teachers' professional growth, enhance classroom practices, and promote a more responsive and emotionally supportive learning environment.

## **METHODOLOGY**

### **Research Design**

The study utilized a quantitative descriptive research design to investigate the effect of emotional intelligence (EI) on instructional engagement (IE) among elementary school teachers in the District of Jagna, Province of Bohol. This design was deemed appropriate because it allowed the researcher to measure and analyze the degree of association between the independent variable (emotional intelligence) and the dependent variable (instructional engagement) using numerical data.

Furthermore, the study incorporated a framework development component, wherein the findings regarding the relationship between EI and IE were used as the basis for developing a practical Emotional Intelligence Framework for enhancing instructional engagement. This combination of regression analysis and framework development enabled the researcher to not only determine the strength and effect of variables but also propose a structured guide to enhance teacher performance and professional development.

The research design ensured a systematic approach in gathering, analyzing, and interpreting data, which provided empirical evidence to support the development of a framework that is theoretically and practically grounded in the context of elementary education in Jagna District.

### **Population, Sample and Sampling Technique**

The study focused on the population of public elementary school teachers in the Jagna District, Division of Bohol. To ensure the generalizability of the study, a diverse and representative sample was drawn using a convenience sampling method, selecting only full-time teacher participants. The participants consisted of one

hundred (100) public elementary school teachers from the schools of Jagna District during the school year 2025–2026. The selected participants represented various grade levels and teaching experiences, ensuring that the data captured a broad perspective of instructional engagement. Furthermore, the sample size was deemed sufficient to allow for meaningful statistical analysis of the relationship between emotional intelligence and instructional engagement. The approach also facilitated practical and efficient data collection while maintaining the integrity and reliability of the research findings.

## Research Instruments

The researcher used a researcher-made questionnaire to gather relevant data from public elementary school teachers in the District of Jagna, Division of Bohol. The questionnaire was designed to collect information on the teachers' levels of emotional intelligence and instructional engagement, aligning with the objectives of the study. It was divided into sections corresponding to the key variables, with items carefully formulated to measure the four dimensions of emotional intelligence—self-awareness, self-management, social-awareness, and relationship management—as well as the four dimensions of instructional engagement—instructional planning, instructional delivery, classroom interaction, and assessment and reflection.

To ensure the validity and reliability of the instrument, the questionnaire was reviewed by experts in education and research methodology, and a pilot test was conducted among a small group of teachers outside the study sample. Based on the feedback, necessary revisions were made to improve clarity, comprehension, and accuracy of the items. This instrument provided a structured and systematic means of collecting quantitative data, which served as the basis for statistical analysis and the subsequent development of the Emotional Intelligence Framework for Enhancing Instructional Engagement.

To determine the respondents' level of emotional intelligence and instructional engagement, a 5-Point Likert Scale was used.

## Data Gathering Procedure

The data for this study were collected using a researcher-made questionnaire, which was distributed (printed) to the selected public elementary school teachers in the District of Jagna, Division of Bohol. Before data collection, the researcher secured permission from the Division of Bohol and the respective school heads to conduct the study. The purpose of the study, the confidentiality of responses, and the voluntary nature of participation were explained to all participants prior to administering the questionnaire.

The questionnaire was administered personally by the researcher to ensure clarity of instructions and to address any questions from the participants. Teachers were given adequate time to complete the instrument, and the researcher collected the completed questionnaires immediately after submission to avoid loss or incomplete responses. To further ensure the accuracy of the data, the researcher reviewed each questionnaire upon collection and clarified any inconsistencies or missing information with the respondents.

All data collection procedures were conducted in accordance with ethical standards, including the protection of participants' privacy and anonymity. The gathered data were organized, coded, and prepared for statistical analysis, which served as the basis for determining the relationship between emotional intelligence and instructional engagement and for developing the proposed Emotional Intelligence Framework for Enhancing Instructional Engagement.

## Statistical Treatment and Analysis

The data collected in this study were analyzed using a combination of descriptive and inferential statistical tools to address the research questions and achieve the objectives of the study.

The weighted mean was used to determine the average responses of the participants for individual items in the questionnaire. This measure enabled the researcher to evaluate the level of agreement or perception for each specific indicator of emotional intelligence and instructional engagement. The weighted mean provided a precise and interpretable summary of the teachers' responses, reflecting the relative importance of each item within the measured variables.

The composite mean was computed to determine the overall level of each variable—emotional intelligence and instructional engagement. By summarizing the scores of all related items into a single value, the composite mean offered a clear understanding of the general tendencies of the participants, making it easier to identify whether the teachers generally exhibited high, moderate, or low levels of emotional intelligence and instructional engagement.

The standard deviation was calculated to measure the dispersion or variability of the responses from the mean. This statistical tool indicated how consistent or varied the teachers' responses were, allowing the researcher to identify the degree of agreement or divergence among participants regarding the dimensions of emotional intelligence and instructional engagement.

Regression analysis was conducted to examine the predictive effect of emotional intelligence on instructional engagement. This analysis helped determine the extent to which variations in instructional engagement could be explained by the dimensions of emotional intelligence. The results of the regression analysis were used to establish the empirical foundation for developing the proposed Emotional Intelligence Framework for Enhancing Instructional Engagement, providing practical implications for teacher development and instructional improvement.

## RESULTS

### Model Summary

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.583 | 0.340    | 0.334             | 0.32337                    |

*Predictors (Constant), Emotional Intelligence*

### ANOVA

| Source     | Sum of Squares | df | Mean Square | F      | Sig.  |
|------------|----------------|----|-------------|--------|-------|
| Regression | 5.290          | 1  | 5.290       | 50.591 | 0.000 |
| Residual   | 10.248         | 98 | 0.105       |        |       |
| Total      | 15.538         | 99 |             |        |       |

*Dependent Variable; Instructional Engagement*

*Predictors (Constant), Emotional Intelligence*

### Regression Coefficients

| Predictor              | Unstandardized B | Std. Error | Standardized Beta | t     | Sig.  |
|------------------------|------------------|------------|-------------------|-------|-------|
| Constant               | 1.599            | 0.292      | —                 | 5.479 | 0.000 |
| Emotional Intelligence | 0.559            | 0.079      | 0.583             | 7.113 | 0.000 |

*Dependent Variable; Instructional Engagement*

The simple linear regression analysis revealed that emotional intelligence had a statistically significant effect on the instructional engagement of elementary school teachers. The obtained R value of 0.583 indicated a moderate positive relationship between emotional intelligence and instructional engagement, suggesting that increases in teachers' emotional intelligence were associated with corresponding increases in their level of instructional engagement. This finding implies that emotionally intelligent teachers tended to demonstrate stronger involvement in instructional planning, delivery, classroom interaction, and assessment and reflection.

Furthermore, the  $R^2$  value of 0.340 indicated that emotional intelligence accounted for 34.0 percent of the variance in instructional engagement. This proportion of explained variance was considered substantial in educational research, underscoring the meaningful contribution of emotional intelligence to teaching practices. However, the remaining 66.0 percent of the variance may be attributed to other factors such as teaching experience, professional development opportunities, school leadership, workload, and institutional support, which were not included in the present model.

The analysis of variance further confirmed the robustness of the regression model. The computed F value of 50.591 with a significance level of 0.000, which was lower than the 0.05 threshold, demonstrated that the regression equation was statistically significant. This result indicated that emotional intelligence reliably predicted instructional engagement and that the observed relationship did not occur by chance.

Moreover, the regression coefficient for emotional intelligence was statistically significant, with a standardized beta value of 0.583 and a p-value less than 0.05. This indicated that emotional intelligence had a positive and direct influence on instructional engagement. Specifically, for every one-unit increase in emotional intelligence, instructional engagement increased by approximately 0.559 units. This finding highlighted the critical role of emotional intelligence in enhancing teachers' capacity to manage classroom dynamics, respond to learners' academic and emotional needs, and sustain effective instructional practices.

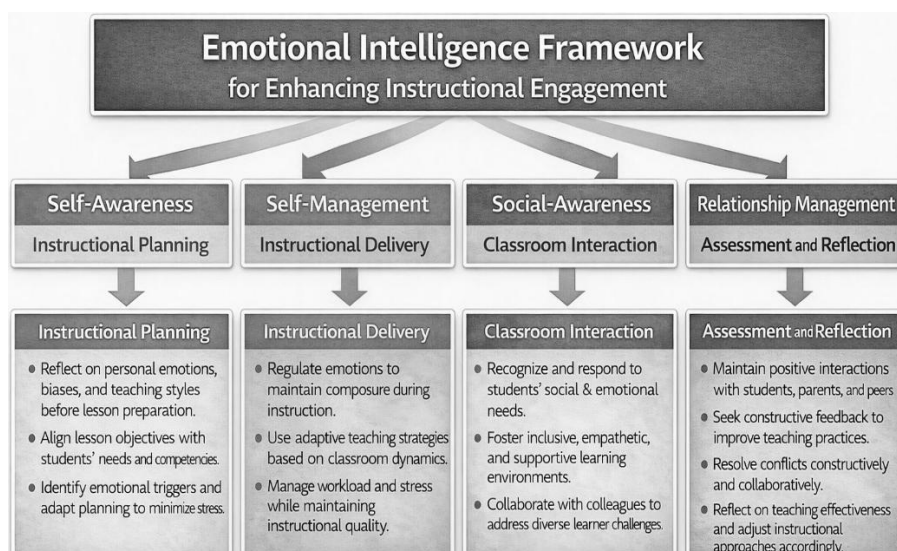
The results suggested that emotional intelligence served as a key psychological resource that strengthened teachers' instructional engagement. Teachers with higher emotional intelligence were more capable of maintaining focus, adaptability, and emotional regulation in the classroom, which positively influenced their instructional effectiveness. These findings supported existing literature that emphasized the importance of emotional intelligence in promoting quality teaching and sustained engagement, thereby reinforcing the need to integrate emotional intelligence development into teacher training and professional development programs.

Based on the regression analysis, emotional intelligence emerged as a significant predictor of instructional engagement, with varying strengths across its dimensions. Among the components of emotional intelligence, social-awareness and relationship management were identified as the strongest predictors of instructional engagement, particularly in instructional planning, delivery, and classroom interaction. Their relatively higher beta coefficients indicate that teachers who are more sensitive to students' social and emotional needs and who effectively manage interpersonal relationships are better able to design meaningful lessons, anticipate learners' responses, and create engaging learning environments. These dimensions were therefore retained as key predictors, as they contribute most substantially to effective instructional planning and overall engagement.

In contrast, self-awareness showed the weakest predictive influence on instructional engagement, although it remained statistically significant. This suggests that while understanding one's own emotions is essential, it may not translate as directly into observable instructional practices as social-awareness and relationship management does. Consequently, self-awareness may be considered an area that requires focused enhancement, particularly through reflective practices and professional development activities that help teachers translate internal emotional understanding into concrete instructional strategies. Strengthening this weaker predictor could further optimize instructional planning by enabling teachers to better align emotional regulation with pedagogical decision-making.

## Proposed Emotional Intelligence Framework

| Emotional Intelligence Dimension | Instructional Engagement Component | Strategies/Practices                                                                                                                                                                                                                                                                                                                                      | Legal/Policy Basis                                                                                                                                                                                                                               |
|----------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Awareness                   | Instructional Planning             | <ul style="list-style-type: none"> <li>- Reflect on personal emotions, biases, and teaching styles before lesson preparation.</li> <li>- Align lesson objectives with students' needs and competencies.</li> <li>- Identify emotional triggers and adapt planning to minimize stress.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>- Republic Act No. 12080: Promotes emotional literacy and teacher well-being.</li> <li>- Article XIV, Section 5 of 1987 Constitution: Supports teacher professional development.</li> </ul>               |
| Self-Management                  | Instructional Delivery             | <ul style="list-style-type: none"> <li>- Regulate emotions to maintain composure during instruction.</li> <li>- Use adaptive teaching strategies based on classroom dynamics.</li> <li>- Manage workload and stress while maintaining instructional quality.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>- Article XIV, Section 5 of 1987 Constitution: Emphasizes teacher well-being and professional competence.</li> <li>- RA 12080: Encourages mental health and resilience in teaching.</li> </ul>            |
| Social-Awareness                 | Classroom Interaction              | <ul style="list-style-type: none"> <li>- Recognize and respond to students' social and emotional needs.</li> <li>- Foster inclusive, empathetic, and supportive learning environments.</li> <li>- Collaborate with colleagues to address diverse learner challenges.</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>- Republic Act No. 12089: Promotes holistic and inclusive education.</li> <li>- DepEd Policy on Mental Health and Instructional Engagement: Supports socio-emotional competence in classrooms.</li> </ul> |
| Relationship Management          | Assessment and Reflection          | <ul style="list-style-type: none"> <li>- Maintain positive interactions with students, parents, and peers.</li> <li>- Seek constructive feedback to improve teaching practices.</li> <li>- Resolve conflicts constructively and collaboratively.</li> <li>- Reflect on teaching effectiveness and adjust instructional approaches accordingly.</li> </ul> | <ul style="list-style-type: none"> <li>- DepEd Policy on Mental Health and Instructional Engagement: Encourages collaborative and emotionally supportive teaching.</li> <li>- RA 12089: Reinforces integrated school support systems.</li> </ul> |



*Emotional Intelligence Framework Diagram*

Based on the findings of this study, an Emotional Intelligence (EI) Framework for enhancing instructional engagement among elementary school teachers in the District of Jagna, Province of Bohol is proposed. The framework integrates the four dimensions of emotional intelligence—self-awareness, self-management, social-awareness, and relationship management—as foundational competencies that influence teachers’ instructional planning, delivery, classroom interaction, and assessment and reflection. The framework emphasizes that the development and application of these EI competencies are central to fostering effective teaching practices and promoting student-centered learning environments.

Self-awareness serves as the first pillar of the framework, focusing on teachers’ ability to recognize and understand their own emotions and how these emotions influence their professional behavior and decision-making. By enhancing self-awareness, teachers can identify personal strengths and areas for growth, manage emotional triggers, and maintain composure during challenging classroom situations. This foundational competency prepares teachers to engage thoughtfully with instructional planning and delivery.

Self-management is the second pillar and emphasizes regulating one’s emotions, managing stress, and organizing professional tasks effectively. Teachers with strong self-management can maintain focus, implement adaptive strategies during instruction, and balance professional and personal responsibilities. This competency directly supports sustained engagement in lesson preparation, classroom delivery, and reflective practices, ensuring consistency and effectiveness in teaching.

Social-awareness forms the third pillar and highlights teachers’ capacity to perceive and understand students’ emotions, social cues, and learning needs. By developing social-awareness, teachers can foster inclusive classrooms, address diverse learner needs, and facilitate collaborative learning. This competency strengthens classroom interactions, encourages student participation, and promotes a supportive learning climate.

Relationship management constitutes the fourth pillar, focusing on building and maintaining positive, respectful, and professional relationships with students, colleagues, and parents. Effective relationship management enhances teacher-student rapport, encourages parental involvement, and promotes constructive conflict resolution. Teachers who excel in this dimension can create emotionally safe and collaborative learning environments, further enhancing instructional engagement across all teaching domains.

The proposed framework operates in a cyclical and dynamic process, where emotional intelligence competencies continuously influence and are reinforced by instructional engagement. For instance, teachers who engage in reflective practices and receive feedback from colleagues can improve their self-awareness, social-awareness, and relationship management, which in turn enhance their instructional planning, delivery, and classroom interactions.

Implications of the framework suggest that professional development programs should integrate EI training into teacher capacity-building initiatives. Workshops, coaching, and reflective exercises designed to strengthen the four EI dimensions can improve instructional engagement, enhance classroom climate, and ultimately promote student learning and socio-emotional development.

## CONCLUSIONS

The following conclusions are derived from the findings of the study based on the analysis and interpretations of the data gathered and are aligned with the research questions posed in this investigation.

1. The elementary school teachers in the District of Jagna, Province of Bohol demonstrated effective levels of emotional intelligence across the four dimensions of self-awareness, self-management, social-awareness, and relationship management. Among these dimensions, self-awareness and relationship management yielded relatively higher composite means, indicating that teachers were particularly capable of understanding and regulating their emotions while maintaining positive and professional interactions with students, parents, and colleagues. This finding supports the study of Brackett, M. A., Rivers, S. E., and Salovey, P. (2021), which emphasized that emotionally intelligent teachers are more effective in relationship management and classroom leadership. Similarly, the findings of Ciarrochi, J., Deane, F. P.,

- and Anderson, S. (2021) revealed that emotional intelligence contributes significantly to teacher effectiveness and positive student outcomes.
2. The teachers likewise exhibited effective levels of instructional engagement in all domains, namely instructional planning, instructional delivery, classroom interaction, and assessment and reflection. Among these areas, classroom interaction obtained the highest composite mean, suggesting that teachers placed strong emphasis on fostering a supportive, inclusive, and collaborative learning environment that encouraged active learner participation. This result is consistent with the study of Sun, L. and Chen, X. (2020), which found that positive teacher-student interactions significantly enhance classroom engagement in primary education. Likewise, Tariq, H., Khan, S., and Ahmed, R. (2021) emphasized that effective classroom interaction strategies promote learner participation and improve teaching effectiveness.
  3. A significant positive effect was established between emotional intelligence and instructional engagement, as evidenced by the results of the correlation and regression analyses presented in Table 5. All four dimensions of emotional intelligence positively influenced instructional engagement, with social-awareness and relationship management demonstrating moderate effects on instructional planning, delivery, and classroom interaction. This indicates that teachers with higher emotional intelligence were more effective in engaging learners and managing classroom dynamics. The findings affirm the study of Wang, Y., Liu, H., and Chen, X. (2020), which revealed that teachers' emotional intelligence positively affects classroom management and instructional engagement. Moreover, the study of Burić, I. and Frenzel, A. C. (2021) found that teachers' emotional competencies significantly influence instructional strategies and students' academic engagement.
  4. Based on the findings, emotional intelligence framework was proposed to enhance instructional engagement. The framework emphasized the integration of self-awareness, self-management, social-awareness, and relationship management into instructional practices, underscoring the importance of strengthening teachers' emotional competencies as a means of improving instructional effectiveness, classroom climate, and overall student learning outcomes. This supports the findings of Caballero, C. G. and Lumapenet, H. B. (2023), who concluded that emotional intelligence serves as a basis for improving instructional competence and professional development among teachers. Likewise, Li, X., Li, Y., and Chen, J. (2025) emphasized that emotional intelligence contributes to teachers' resilience, motivation, and long-term instructional effectiveness.
  5. The null hypothesis stating that there is no significant effect of emotional intelligence on the instructional engagement of elementary school teachers was rejected. The findings revealed that emotional intelligence significantly influenced teachers' instructional engagement in terms of instructional planning, instructional delivery, classroom interaction, and assessment and reflection. This implies that teachers who possess higher levels of self-awareness, self-management, social awareness, and relationship management are more capable of effectively engaging learners and managing instructional processes within the classroom. The result is supported by the study of Wang, Y., Liu, H., and Chen, X. (2020), which found that teachers' emotional intelligence positively affects classroom management and instructional engagement.

## RECOMMENDATIONS

Based on the conclusions several recommendations are proposed. These aim to enhance teachers' emotional intelligence and strengthen instructional engagement in the elementary schools of the District of Jagna.

Teacher professional development programs may have incorporated emotional intelligence training, focusing on enhancing self-awareness, self-management, social-awareness, and relationship management. This would have equipped teachers with the skills to better understand their emotions, manage stress, and maintain positive interactions with students and colleagues.

1. Instructional planning and engagement strategies may have been emphasized in teacher training and school initiatives, particularly in designing lessons that promote inclusive, collaborative, and student-centered learning environments. Special attention should have been given to fostering classroom interactions that support student participation and engagement.
2. School administrators and education supervisors may have promoted practices that strengthen the link between emotional intelligence and instructional engagement, such as mentoring programs, peer

observations, and reflective teaching sessions. These interventions would have encouraged teachers to apply emotional competencies in their planning, delivery, and classroom management.

3. An emotional intelligence framework for teachers may be adopted and integrated into school policies and professional development programs. This framework would have guided teachers in systematically applying self-awareness, self-management, social-awareness, and relationship management to improve instructional engagement, classroom climate, and overall student learning outcomes.

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