Socio-Emotional Competence of Technology and Livelihood Education Teachers in Cuyapo Municipality: An Analysis Based on Teacher Profile and Perceptions

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Abstract — This descriptive study assessed the socio-emotional competence of Technology and Livelihood Education (TLE) teachers in Cuyapo, Nueva Ecija, with a focus on developing intervention schemes to enhance their emotional skills. The study involved TLE teachers and school administrators as respondents, utilizing a validated questionnaire developed by Cruz (2018) for data collection. Statistical tools such as frequency counts, percentages, average weighted mean, t-test, and Chi-square were used for analysis. Findings revealed that most TLE teachers were young (26-35 years old), female, married, and held bachelor's degrees. They exhibited high socio-emotional competence in Self-Awareness, Self-Management, Social Awareness, and Relationship Management. However, significant differences emerged between teachers' self-perceptions and school heads' evaluations of these competencies. Additionally, socio-emotional competence was significantly correlated with sex, civil status, and educational attainment, indicating that personal characteristics influence teachers' emotional skills. Based on the findings, intervention schemes were proposed to improve socio-emotional competence. The study concluded that teachers' socio-emotional competence varies according to personal characteristics, reinforcing the need for targeted interventions. Recommendations include implementing emotional development programs, encouraging participation in stress and anger management seminars, and conducting orientation sessions on the study's findings. Further research should explore the impact of socio-emotional competence on teaching effectiveness and student outcomes, as well as the effectiveness of training programs in enhancing these competencies.

Keywords — Socio-Emotional Competence, Technology and Livelihood Education (TLE) Teachers, Self-Awareness, Self-Management, Social Awareness, Relationship Management

I. Introduction

Social and emotional competence (SEC) plays a vital role in shaping the effectiveness of teachers in the classroom. It encompasses key skills such as self-awareness, social awareness, relationship management, responsible decision-making, and self-regulation (Schutz & DeCuir, 2002). Research suggests that socially and emotionally competent teachers foster positive learning environments, build strong student relationships, and promote academic success (Jennings & Greenberg, 2009). Moreover, the SEC helps teachers manage stress, improve classroom engagement, and implement social-emotional learning (SEL) strategies, contributing to both

student well-being and teacher retention (Collie et al, 2017). Given its significance, the SEC has been widely recognized as a fundamental skill set for educators.

Despite its importance, studies indicate that many teachers struggle with social-emotional competence, which can lead to increased stress, burnout, and negative interactions with students (Martinez, 2015). Research has also shown that teachers with lower socioeconomic status (SEC) are more likely to experience challenges in classroom management, student engagement, and maintaining a positive school climate (Klassen & Chiu, 2011). In the local context, reports from the Division Office of Nueva Ecija highlight cases of teacher misconduct, including verbal and physical abuse, raising concerns about their emotional regulation and professional conduct. These issues suggest a gap in understanding the socio-emotional competencies of teachers, particularly in specialized fields such as Technology and Livelihood Education (TLE), where hands-on instruction and student interaction are crucial.

This study aims to examine the socio-emotional competence of TLE teachers in Cuyapo, Nueva Ecija, including the assessment of SEC levels among TLE teachers in terms of self-awareness, self-management, social awareness, and relationship management. The findings will contribute to the development of intervention schemes aimed at enhancing the emotional skills of TLE teachers and improving their socio-emotional competence.

Literature Review

Socio-emotional competence (SEC) has become a vital component of teacher effectiveness in the modern classroom. It refers to a teacher's ability to understand their emotions, manage their behavior, relate well with others, and make thoughtful decisions (CASEL, 2013). In recent years, the growing complexity of educational settings has made these emotional and interpersonal skills more essential than ever.

The idea of emotional intelligence gained attention through the work of Goleman (1995), who argued that a person's success is often more influenced by their ability to manage emotions and build relationships than by academic intelligence alone. In teaching, this perspective has taken root as research continues to link strong socio-emotional skills with lower stress levels, stronger teacher-student relationships, and more effective classroom management (Jennings & Greenberg, 2009).

In support of this, Brackett et al. (2011) observed that teachers with a well-developed emotional skill set not only experience greater well-being but also positively affect their students' learning and participation. Educators who cultivate emotionally supportive environments encourage active engagement and improved academic outcomes. This connection has also been seen in local contexts. Santiago (2024), in her Philippine-based research, emphasized that teachers with high SEC are more likely to implement social-emotional learning (SEL) strategies in their classrooms, resulting in better student behavior and a more respectful classroom culture.

Cruz (2018), in a study conducted in Northern Luzon, examined the emotional competencies of Filipino teachers and found that although many teachers exhibit satisfactory levels of SEC, there remains a pressing need for ongoing professional development, particularly in areas like managing emotions and building interpersonal relationships. His findings are consistent with the growing concern from educational authorities in Nueva Ecija, who have reported a rise in stress-related incidents and teacher misconduct, highlighting the urgent need to revisit and strengthen SEC among educators, especially in skill-intensive fields like TLE.

TLE teachers often encounter unique demands because their teaching involves hands-on instruction and closer student interaction. A recent study by Tan and Namoco (2024) highlighted the post-pandemic emotional strain experienced by TLE teachers in rural areas. Many of these educators reported burnout and low morale, which significantly affected their teaching. The authors concluded that promoting emotional resilience is crucial for maintaining high-quality teaching in vocational education.

Several studies have also examined how personal attributes, such as gender, marital status, and education, impact a teacher's emotional functioning. For example, Mayer et al. (2008) found that female teachers tend to be more emotionally attuned, often excelling in empathy and emotion regulation. Complementing this, Rocha (2016) suggested that teachers who are married or hold higher academic degrees may develop stronger emotional coping mechanisms due to greater life experience and exposure to complex social environments. More recently, Oclarit and Agoylo (2024) found that teachers with advanced qualifications and digital literacy training exhibit greater confidence and emotional balance in managing classroom demands.

In terms of evaluation, it is not uncommon for discrepancies to arise between how teachers assess themselves and how administrators view their performance. McCown et al. (2011) noted that teachers may rate their emotional competence higher than others would, possibly due to differences in perception or a lack of self-awareness. Your study considers this dynamic by comparing the views of TLE teachers with those of their school leaders, aiming to identify and address any disconnect.

On the international front, new approaches to developing SEC are emerging. Pellas et al. (2024) explored the use of Mixed Reality (MR) environments to simulate classroom challenges and help teachers build emotional regulation and conflict resolution skills. Although such tools are still not widely used in the Philippines, they represent an innovative step forward in preparing teachers for emotionally demanding situations.

In conclusion, both international and Philippine-based research affirm that socio-emotional competence is not a secondary skill but a core requirement for effective teaching. For TLE educators, whose roles often require more practical interaction and classroom management, strengthening SEC is even more critical. By examining how these emotional skills are influenced by personal and professional factors, as well as how both teachers and administrators perceive

them, this study contributes to the broader effort of supporting educators through targeted emotional development initiatives.

II. Methodology

This study employed a quantitative, descriptive, cross-sectional survey approach to examine the socio-emotional competence of TLE teachers in Cuyapo, Nueva Ecija. Data were collected using a validated questionnaire that focused on teachers' self-awareness, self-management, social awareness, and relationship management. The study involved 21 TLE teachers and 12 school administrators, with total enumeration used for sampling. Statistical tools, including frequency counts, percentages, weighted averages, T-tests, and Chi-square tests, were employed for data analysis. Ethical considerations were prioritized to ensure respondent confidentiality and compliance with data privacy laws. The results aimed to inform intervention schemes to improve the socio-emotional competence of TLE teachers.

III. Results and Discussion

The profiles of TLE teachers were examined based on age, sex, civil status, and highest level of educational attainment. Additionally, the study assessed the level of socio-emotional competence of TLE teachers in terms of self-awareness, self-management, social awareness, and relationship management. This study also compared the perceptions of school heads and teachers regarding the level of socio-emotional competence. Furthermore, it explored the relationship between their socio-emotional competence across these constructs and their demographic profile.

Profile of the TLE Teachers

The results show that female TLE teachers (57.14%) outnumber males (42.86%), reflecting broader trends in education where women are more prevalent, particularly in public schools. Female teachers may exhibit stronger socio-emotional skills, fostering a nurturing learning environment (Bar-On, 2000). Most TLE teachers are married (42.86%), with single (33.33%) and separated (9.52%) teachers also represented. This implies that family responsibilities may influence teaching approaches and work-life balance (Jennings & Greenberg, 2009). Nearly half of the teachers hold a bachelor's degree (47.62%), and a smaller percentage have doctoral degrees (14.28%), indicating a focus on enhancing professional competencies (Rocha, 2016). Overall, the demographic profile reflects a diverse workforce, which in turn influences teaching effectiveness, socio-emotional competence, and student interactions.

Level of Socio-Emotional Competence of the TLE Teachers

The results show that TLE teachers exhibit high socio-emotional competence across self-awareness (3.00), self-management (2.91), social awareness (3.01), and relationship management

(3.00). These findings align with previous research on the importance of socio-emotional skills in teaching and classroom management (Jennings & Greenberg, 2009). High self-awareness indicates TLE teachers can regulate emotions and make informed decisions (Goleman, 1995), while strong self-management (2.91) reflects their ability to handle stress and maintain composure (Brackett et al., 2011). Their social awareness (3.01) shows empathy and inclusivity, enhancing student engagement (Zins et al., 2004). Lastly, effective relationship management (3.00) supports communication and collaboration, fostering positive relationships and a healthy school climate (CASEL, 2013).

Comparison Between the School Heads' and Teachers' Perceptions on the Level of Socio-emotional Competence of Teachers

There is a significant difference between the socio-emotional competence of TLE teachers as perceived by themselves and school heads. Studies have highlighted this discrepancy, with Goleman (1995) noting that while teachers feel confident in managing emotions and relationships, administrators often observe areas for improvement. McCown, Driscoll, and Roopnarine (2011) found that school leaders' assessments are influenced by classroom practices, such as handling disruptions. Additionally, Zins et al. (2004) demonstrated that teachers with stronger socio-emotional skills foster a more positive classroom environment, whereas those with lower competence face challenges in classroom management. This highlights the importance of professional development programs that align teachers' self-assessments with administrators' expectations.

Relationship Between the Level of Socio-emotional Competence of the TLE Teachers and their Profile

The significant relationship between the socio-emotional competence constructs (self-awareness, self-management, and social awareness) of TLE teachers and their sex, civil status, and educational attainment implies that these factors influence how teachers manage emotions and interact with others. Studies show that women tend to have higher emotional regulation skills (Mayer, Salovey, & Caruso, 2008), while those with family responsibilities may develop stronger coping mechanisms (Snyder, 2016). Higher education is also linked to better emotional intelligence (Bar-On, 2011), a skill essential for effective relationship management in teaching (Parker & Stansfield, 2018).

IV. Conclusion

From the findings, the following conclusions were derived:

1. The TLE teachers in Cuyapo are predominantly young females who are married and hold bachelor's degrees, reflecting common demographic trends in education.

2. The TLE teachers demonstrate high levels of socio-emotional competence, indicating strong social and emotional skills essential for effective teaching and classroom management.

3. There is a notable difference between how TLE teachers and school heads perceive the teachers' socio-emotional competence, suggesting a need for alignment between self-assessment and external evaluations.

4. The socio-emotional competence of TLE teachers is influenced by demographic factors such as sex, civil status, and educational attainment, highlighting the importance of these factors in shaping emotional intelligence.

5. Based on the findings, research-based intervention schemes can be proposed to enhance the emotional competence of TLE teachers further, ensuring that professional development programs are relevant and tailored to the specific needs of the target group.

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