
Relationship of Emotional Intelligence, Relational Intelligence with Teaching Performance of Key Stage 1 Teachers

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Abstract— The major concern of this study was to assess the relationship of emotional intelligence and relational intelligence with the teaching performance of Key Stage 1 teachers in Guagua West District of Division of Pampanga during the School Year 2024-2025. This study was quantitative method in nature. It is a sort of research in which the primary objective is to collect numerical information and figures. To be specific, the descriptive-correlational design guided the completion of this research. The respondents of the study were the Key Stage 1 teachers in Guagua West District of Division of Pampanga. There were 94 respondents. Questionnaires and documentary analysis were used as instrument. Frequency count, percentage and Pearson r were applied for interpretation. Results tell that the emotional intelligence of Key Stage 1 teachers was assessed as strength in self-awareness (M=42.17), motivating oneself (M=39.84) and empathy (M=37.53), but managing emotions (M=32.37) and social skill (M=32.85) were assessed as needs attention. Relational intelligence of Key Stage 1 teachers had a mean of 11.84 which tells that they are improving. 96.81% have outstanding rating, while 3.19% have very satisfactory rating on their classroom observation. The relationship of social intelligence and teaching performance recorded an r-value of 0.4926 and p value of 0.0328. The relationship between relational intelligence and teaching performance marked an r-value of 0.5139 and p-value of 0.0394. A personal development plan was proposed based on the findings of the study.

Keyword: teaching performance, relational intelligence, social intelligence, correlation

I. THE PROBLEM AND ITS BACKGROUND

Introduction

Both the teachers and the administrators of the school are primarily concerned with the well-being of the students. In the process of providing their students with the opportunity to study in the classroom, teachers safeguard their students. On the other hand, it is imperative that the well-being of the educators be considered as well. It is possible to solve the obstacles they have in their activities without compromising the quality of their completed work.

Almost a quarter to a half of first-year teachers in the United States leave the profession during the first three to five years (Chang, 2010). Although the educational systems in Australia, China, and England are different, all three nations are seeing the same trend (Hong, 2010). This denotes that teachers have their reasons for leaving the profession early.

Emotions are subjectively significant events in a person's life that set off a complex psychophysiological process (Eisma & Stroebe, 2021). For over a century, psychologists have been interested in them (Berridge, 2018). Since the mid-1990s, there has been a remarkable growth in research into teachers' feelings, prompting professionals to recognize the importance of emotional intelligence in their profession.

Scherer (2009) highlighted that it is of prime importance to know the four psychological aspects of teachers' emotions; these were their cognitive, physiological, behavioral, and expressive components. Emotion through feeling, thinking, body, action, and human interaction are all features which can be clearly distinguished. This highlights the critical need for educators to master emotional regulation skills.

As defined by Salovey and Mayer (1990), emotional intelligence (EI) is "the capacity to understand, manage, and effectively communicate one's own and other people's emotions" (Maamari & Majdalani, 2019). Ability emotional intelligence (EI) and trait emotional intelligence (EI) are the two fundamental components of the current academic understanding of emotional intelligence. One view (from Lu et al., 2016) regards emotional intelligence (EI) as a personality

trait associated to typical behavior, while another views it as a sort of cognitive skill that entails recognizing and identifying emotional signals and information. Since EI is grounded in two unique theories, its empirical foundations and techniques of measurement are also distinct (Davis & Nichols, 2016). Considerable study on EI has found that it is related with beneficial life outcomes like these: improved social interactions, ability to read and respond to the emotions of others, understanding and respecting the viewpoints of others, clearer and more effective communication, and better behavior management.

In addition, Brackett et al. (2004) and others have linked low EI with an increased risk of engaging in self-destructive and deviant behaviors such as drug and alcohol abuse, poor peer relationships, unexcused absences from school, expulsion, and feelings of depression.

According to Bar-On (2010), EI is a branch of positive psychology with far-reaching effects on performance, health, and happiness. When it comes to dealing with the stresses of teaching, teachers' emotional intelligence (EI) is a crucial personal resource (Valente et al., 2020).

When looking at the research that has already been done on the efficacy of teachers, the vast majority of studies focus on the influence that environmental intelligence has on the performance of teachers. Several studies (e.g., Moafian & Ghanizadeh, 2009) have investigated the correlation between teachers' EI and their sense of competence in the classroom.

Singh and Jha (2012) found that teachers' EI was significantly associated with their effectiveness and performance. Similarly, Wu et al. (2019) discovered that educators who scored higher on EI also showed greater self-efficacy. The participants in their study showed increased enthusiasm for teaching and decreased interest in leaving the field. Teacher emotional intelligence and "burnout" have also been studied. Teachers who score higher on the most advanced dimension of EI also report less fatigue and burnout than their colleagues (Pishghadam & Sahebjam, 2012).

Furthermore, some research has looked at how EI affects teachers' dedication to the classroom. Research shows that EI helps educators maintain their enthusiasm, concentration, and resolve (Meriida-Lopez et al., 2017).

Huseman (2012) said that successful people possessed high levels of relational intelligence, highlighting the fact that this idea represented a development of emotional intelligence in the

domains of empathy and social skills. Huseman (2012) built his one-on-one coaching around the principles of relational intelligence theory.

Huseman (2012) outlined the progression of human society from the hunter-gatherer economy to the agricultural economy to the industrial economy to the information economy to the age in which we find ourselves now: the relational economy. Anderson and Ackerman (2011) argue that autocratic, top-down styles of leadership are now seen as relics of a bygone era.

The research also focused on the effectiveness of teachers in the classroom. There needs to be a consistent system for assessing teachers' effectiveness. According to Coe, Aloisi, Higgins, and Major (2014), teachers can be assessed on their knowledge and skills in a variety of areas, including classroom management, instruction, communication, diagnosis, and interpersonal relationships.

Teacher performance in the classroom and its evaluation is an essential aspect of quality assessment (Avalos-Bevan, 2018), making it one of the most influential factors affecting quality at the micro level. Evaluation of both teachers and students' academic performance appears to be an essential component in the process of preserving quality in higher education, which in turn influences the academic success of students and, most importantly, the happiness of students (Bini & Masserini, 2016).

According to Ladd (2006), "love and passion for teaching young people" is the most crucial trait a teacher may have. Nothing else would suffice in its place. The best educators make an extra effort to connect with each of their students. Finding a shared interest between students and teachers can be challenging, but effective educators always find a way. Proactivity also benefits a teacher's effectiveness in the classroom. The task can be made much easier with careful preparation and organization.

According to Glewwe (2003), sending "poor performers" out into the workforce because of instructors' performance can be disastrous for both students and the school system. However, some unions representing educators have argued that "poor performance" should be measured not just by students' test scores but by the quality of instruction as a whole.

Wiske (2008) found that measures of teacher content knowledge only accounted for around 14% of the difference in teacher performance, but the amount of education coursework completed by officially qualified teachers explained more than four times as much of the variation. In addition to this, it demonstrated that there were consistent, substantial, and advantageous connections between the courses that teachers took and the performance that they displayed in the classroom.

Pellegrino (2011) agrees, stating that teachers that are able to mix a variety of different types of media into their courses are considered to be great. These students were born into the digital age, regardless of whether or not we take pleasure in that fact. These students have received their education during a period of tremendous technological advancement and to a greater extent than any earlier generation. Teachers who do not keep abreast of the developments face the danger of getting out of the game as the modern world has accepted the new technology. Confident teachers know when and how to use new media along with traditional ones in their classes, textbooks and worksheets being the latter. According to Lardizabal (2003), a good teacher is the one who constantly challenges his/her students with tough questions. Many of the best educators are also the ones whose classes many pupils find the most challenging. This is because they do a better job of challenging and pushing their students than the typical educator.

Lapuz (2010) asserts that a teacher who is professional in the subject area that he or she is imparting to students, and who is also very good at doing it in terms that are understandable to such students, is considered a good teacher. There are several teachers who are not even to the full extent of having studied their subject matter, and as a result of that, they are unable to convey it to their pupils in an appropriate manner. However, it is not rare for teachers to be very knowledgeable in the subject they teach, but at the same time, they find it hard to pass that information on to their students. An effective teacher is one who knows the subject matter thoroughly and can explain it to the students in an easy and clear way.

Superiors such as principals, master teachers, and heads of schools routinely provide teachers with constructive criticism. Teacher performance in higher education has been studied from a variety of angles, including the course material (Hsu, 2014), classroom observation (Garrett & Steinberg, 2015), new teacher performance (Darling-Hammond et al., 2013), teacher behavior

in the classroom (Seidel & Shavelson, 2007), and teacher personality (Psychological Characteristics of Teachers).

The presentation of literature and studies shows that relational intelligence is one the topics that is less explored. Even though there are a number of researches about emotional intelligence and teaching performance, the relationship of the three variables was not yet investigated. This situation invites the researcher to formulate a study that will determine the relationship of emotional intelligence and relational intelligence with the teaching performance of Key Stage 1 teachers in Guagua West District of Division of Pampanga during the School Year 2024-2025.

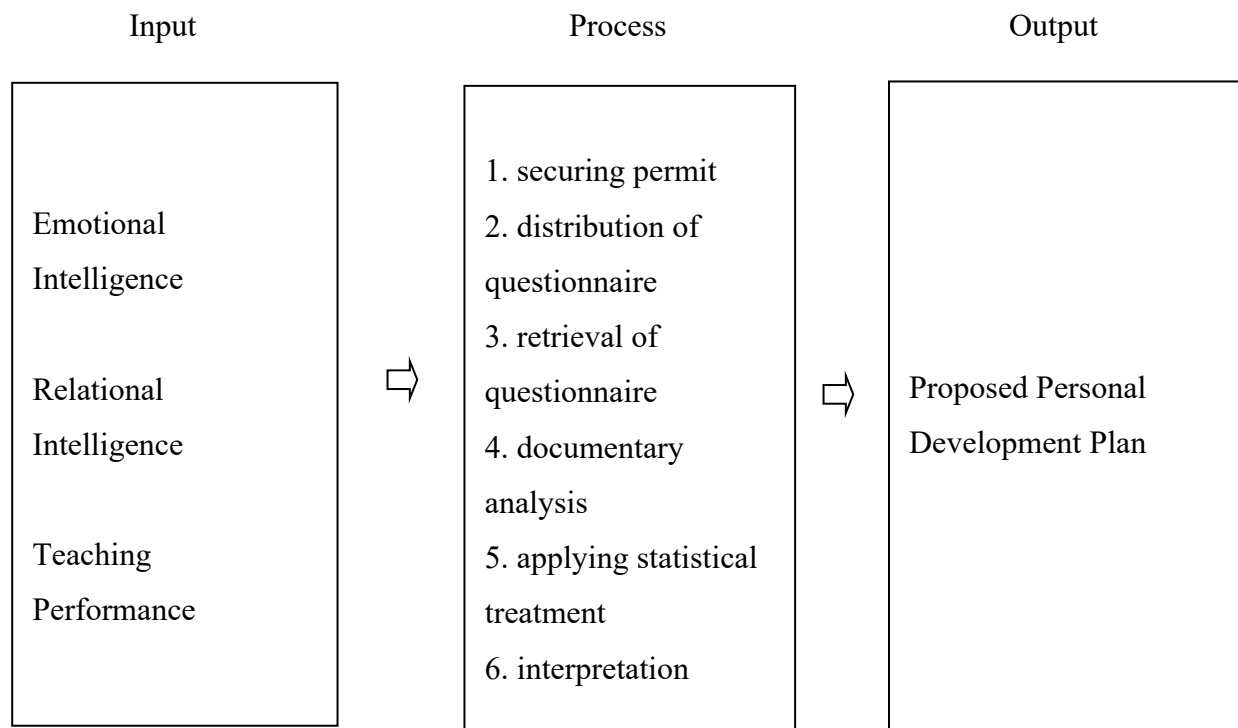
Conceptual Framework

The Input-Process-Output model was conceptualized. Figure 1 presents the schematic diagram of the study.

The input capsule included emotional intelligence, relational intelligence and teaching performance.

The process had securing permit, distribution of questionnaire, retrieval of questionnaire, documentary analysis, applying statistical treatment and interpretation.

The output was the proposed personal development plan.



**FIGURE 1
 PARADIGM OF THE STUDY**

Statement of the Problem

The major concern of this study was to assessed the relationship of emotional intelligence and relational intelligence with the teaching performance of Key Stage 1 teachers in Guagua West District of Division of Pampanga during the School Year 2024-2025.

Specifically, the researcher sought answers to the following questions:

1. How may the emotional intelligence of the Key Stage 1 teachers be described along the following parameters:

- 1.1 Self Awareness,
- 1.2 Managing Emotions,
- 1.3 Motivating Oneself,
- 1.4 Empathy, and

1.5 Social Skill?

2. How may the relational intelligence of the Key Stage 1 teachers be described?
3. How may the performance of the teachers be assessed based on their classroom observation?
4. Is there a significant relationship between emotional intelligence and the teaching performance of Key Stage 1 teachers?
5. Is there a significant relationship between relational intelligence and the teaching performance of Key Stage 1 teachers?
6. What personal development plan may be proposed based on the findings of the study?

Hypotheses

The following were the null hypotheses:

1. There is no significant relationship between emotional intelligence and the teaching performance of Key Stage 1 teachers.
2. There is no significant relationship between relational intelligence and the teaching performance of Key Stage 1 teachers.

Significance of the Study

The outcome of this research undertaking is expected to benefit the following:

School Administrators. Knowing the level of emotional intelligence, relational intelligence and teaching performance of Key Stage 1 teachers will pave way for the school administrators to find ways on how they can be of great help to their teachers.

Key Stage 1 Teachers. They will benefit from this study by having a reflection on their own level of emotional intelligence, relational intelligence and teaching performance. Furthermore, they will be able to know what factors contribute to the teaching, which they may address preventively for them to still be effective and productive in work.

Pupils. They are the foremost consideration in a teaching-learning process. Since they are the direct beneficiaries of this study, the kind of teachers that they have will have a huge impact on their studies. A healthy teacher will help in giving these learners a healthy learning journey.

Future Researchers. The findings of this study may categorically be considered as underpinnings for future studies about teaching anxiety and factors that are contributing to it. This will serve as a basis for future researchers to undergo similar studies and may be used as reference.

Scope and Delimitation

The study was completed in Guagua West District of Division of Pampanga during the School Year 2024-2025 wherein the respondents are the Key Stage 1 teachers.

The study aimed to assess the relationship of emotional intelligence and relational intelligence with the teaching performance of Key Stage 1 teachers.

To realize it, the researcher had data on emotional intelligence, relational intelligence and teaching performance.

Using these information, a personal development plan was crafted.

Definition of Terms

To have a richer understanding, the following terms were defined:

Emotional Intelligence. As defined by Maamari and Majdalani (2019), emotional intelligence is "the ability to recognize, manage, and express one's emotions, as well as to handle interpersonal relationships with wisdom and empathy."

Relational Intelligence. Being emotionally intelligent is being in tune with one's inner world and being able to use that knowledge to make intelligent decisions about how to interact with other people. As reported by (Pless & Maak, 2017).

Teaching Performance. It is the actual execution of the expected tasks of the teachers that is being evaluated at the end of a rating period.

II. METHODOLOGY

This chapter presents the research design, respondents, data collecting procedure and statistical treatment.

Research Design

This study was quantitative method in nature. It is a sort of research in which the primary objective is to collect numerical information and figures, and the presentation of the findings is done through the use of numbers and quantitative data. In most cases, the use of quantitative research is carried out when there is a significant number of respondents that are required to be taken into consideration in order to provide answers to the particular issues that are being investigated.

To be specific, the descriptive-correlational design guided the completion of this research. Hoyle (2011) revealed that correlational design is a powerful method that is being used to examine the relationship between and among variables. Under these circumstances, it was also possible to determine the factors that could have an effect on the dependent variable that was being investigated. For the purpose of determining whether or not the variables have an effect on one another and determining the extent to which one variable can have an effect on another, a correlational design will be applied. Through the utilization of this design, the researcher was able to offer a path diagram that provides a clear depiction of the influence as well as the amount of influence. One can use it to make predictions about what will happen in the future, which is one of its many positive qualities.

It is relevant to this study because the description of the descriptive-correlational design suited the target of this research, which was to assess the relationship of emotional intelligence and relational intelligence with the teaching performance of Key Stage 1 teachers in Guagua West District of Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

The respondents of the study were the Key Stage 1 teachers in Guagua West District of Division of Pampanga.

The researcher considered all of the Key Stage 1 teachers as respondents. The researcher applied the universal sampling method, which gives everyone the chance to be part of the study (Frey, 2018). This gave the researcher a more substantial data to be interpreted. Still, only those who agreed were considered in the study.

TABLE 1
RESPONDENTS OF THE STUDY

| Schools | Frequency | Percentage |
|--------------|-----------|---------------|
| School 1 | 5 | 5.32 |
| School 2 | 7 | 7.45 |
| School 3 | 11 | 11.70 |
| School 4 | 7 | 7.45 |
| School 5 | 5 | 5.32 |
| School 6 | 4 | 4.26 |
| School 7 | 7 | 7.45 |
| School 8 | 6 | 6.38 |
| School 9 | 5 | 5.32 |
| School 10 | 8 | 8.51 |
| School 11 | 5 | 5.32 |
| School 12 | 5 | 5.32 |
| School 13 | 9 | 9.57 |
| School 14 | 5 | 5.32 |
| School 15 | 5 | 5.32 |
| Total | 94 | 100.00 |

Table 1 tells that there were 94 respondents. The same table shows that 11.70% of the respondents are from School 3 and 4.26% of them are from School 6.

Research Instruments

The researcher utilized a standardized tool on emotional intelligence. It is the emotional intelligence questionnaire that is divided into 50 items and can be answered through Likert scale. It is a self-rating survey. The researcher sought the approval of the author to use the instrument.

Another tool is for relational intelligence. The tool of Dharius Daniels which is a self-rating tool is answerable by likert scale.

In this study, documentary analysis was used for performance rating of teachers in their classroom observaation.

Data Collection

Upon the adviser's approval on the final draft of the research instrument, the researcher asked necessary permissions to conduct the study through communications duly noted by the researcher's adviser and the Dean of the Graduate School. Formal letters were addressed to the Schools Division Superintendent and School Heads of Public Elementary Schools in Guagua West District of Division of Pampanga.

Following approval of the SDS, the researcher distributed questionnaire which was the main tool used to gather data for the study. The instrument were distributed to the respondents with the researcher discussing the purpose of the study through online platform. Retrieval of the accomplished instruments ranged from four to six weeks.

Ethical Considerations

Ethical standards in the conduct of research have grown popularity in various disciplines which refer to the set of norms that researchers have to observe to ensure the integrity of the project. Accordingly, ethical standards promote the aims of research; the values necessary for collaboration; researcher accountability; encourage public support; and, a variety of other important moral and social values (Resnik, 2015).

Studies which involve interaction with human subjects usually had some ethical considerations. As such, the researcher adhered to ethical standards in the planning, conduct, use and reporting of the findings of the study. Specifically, the researcher made sure that appropriate language or terms are used in the research instrument via validation; works of other authors were properly cited; and objectivity was observed in the course of the study.

Furthermore, necessary permissions to conduct the study were solicited from respondents and their supervisors through duly noted and approved letters.

In addition, the respondents were given the option to accept or decline in participating on the study. The researcher also discussed the purpose of the study, the procedures to be undertaken, the use of data, and possible implications of the results with the respondents during the actual data gathering procedure. This fostered respondents' awareness on the study and will help them make the decision to accept or decline the invitation to participate in the undertaking. Respondents of the study were assured that they may withdraw their participation at any time.

Further, refusal or withdrawal their participation would have no effect on the respondents' future services as well as their relationships with their colleagues, supervisors, and the researcher.

Lastly, the researcher will keep the confidentiality of the respondents' identities and responses; data would not be divulged to anyone who has not part of the research endeavor; codes were used in putting, and processing gathered data for this purpose.

Statistical Treatment of Data

For analysis, the researcher used the following:

1. Frequency count for emotional intelligence and relational intelligence
2. Frequency and percentage for teaching performance
3. Pearson r , to measure the relationship of emotional intelligence and relational intelligence on teaching performance

III. RESULTS AND DISCUSSION

This part presents the results of the analysis of the gathered data through survey questionnaire and documentary analysis.

1. Assessment of Emotional Intelligence of Key Stage 1 Teachers

The emotional intelligence was assessed based on self-awareness, managing emotions, motivating oneself, empathy and social skill.

Table tells that self-awareness has a mean of 42.17 which indicates that this is a strength for teachers in their emotional intelligence. The result denotes that Key Stage 1 teachers have the ability to acknowledge their own emotions and are also aware of how to react to the emotions that they experience on a regular basis.

Self-awareness provides an individual with the opportunity to perceive themselves as others perceive them. Individuals who possess a high degree of self-awareness are capable of exercising control over their tempers and actions due to the fact that they are conscious of their own shortcomings. As a result of intrapersonal competence, an individual is able to engage in self-reflection and control their own emotions. It is the core of what is known as emotional intelligence. Self-awareness, self-regulation, and self-motivation are the three components that form the foundation of intrapersonal competence. These are not only critical for the maintenance of mental well-being, but they are also essential for the personal growth of persons (Ştefan, 2022). It is beneficial in coping with the daily obstacles that life presents. It has emotional intelligence skills of a lower level, which include emotional observation, emotional comprehension, and emotional expression. The ability to perceive and interpret emotions is known as "emotional perception." It involves observing and interpreting body language, the volume and pitch of one's voice, and facial expressions in both oneself and others (Krumhuber et al., 2023).

TABLE 2
ASSESSMENT OF SELF AWARENESS

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 42.17 | Strength |

Legend

- 35-50 Strength
- 18-34 Needs Attention
- 10-17 Development Priority

Another part of emotional intelligence is managing emotions which listed a mean of 32.27 with a description of needs improvement. The results indicate that Key Stage 1 teachers give much consideration on their management of emotions. The results indicate that those who responded to the survey need to improve their awareness of how they handle their emotions.

Gkintoni et al. (2023) believe that a person who can manage his/her emotions very well can still keep his/her focus and think logically even if he/she is in the situation of experiencing very strong emotions. Taking ownership of one’s actions is an important part of controlling one’s feelings, and it can stop a person from acting impulsively and later regretting it.

Emotional intelligence (EI) is a key component in the development of emotional competence, and it also plays a vital role in reducing violent behaviour (García-Sancho et al., 2014). The ability to recognize, understand, and control emotions, whether they be personal or interpersonal, is a contributing factor in improving one's ability to resolve conflicts. They demonstrate an association with social ties that are characterized by optimism and well health when they are present.

TABLE 3
ASSESSMENT OF MANAGING EMOTIONS

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 32.27 | Needs Attention |

Legend

- 35-50 Strength
- 18-34 Needs Attention
- 10-17 Development Priority

Table 4 reveals that motivating oneself is a strength for Key Stage 1 teachers considering its mean of 39.84. According to the statistics, respondents discover methods to cope with their negative emotions while they are in a state of emotional distress. They are searching for opportunities to find reasons to keep going and to move forward with their lives. Those who are able to inspire themselves have the capacity to harness their most profound emotions in order to propel and direct themselves towards the achievement of their objectives. This particular skill allows a person to be proactive and to continue to make progress even when confronted with difficulties and setbacks.

Siraj (2024) highlighted that self-motivation is a skill that every individual should have. Every person's motivation originates from within themselves. When it comes to overcoming hurdles, people who are motivated have a greater chance of succeeding than those who lack motivation.

TABLE 4
ASSESSMENT OF MOTIVATING ONESELF

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 39.84 | Strength |

Legend

| | |
|-------|----------------------|
| 35-50 | Strength |
| 18-34 | Needs Attention |
| 10-17 | Development Priority |

Another part of emotional intelligence is empathy that is considered as strength of Key Stage 1 teachers based on accumulated mean of 37.53. Respondents take other people into consideration at all times, according to the statistics, which includes their emotions, their circumstances, and their opinions. Those that are empathetic are able to interpret emotions. Empathy, as stated by Schramme (2024), begins with the ability to comprehend the emotions that one experiences oneself. If one is unable to comprehend one's own emotions, one will also be unable to comprehend the emotions of others. An individual who is described as being devoid of feeling may face difficulty in terms of perceiving the emotions of others and being able to offer empathy.

When a person does not comprehend the perspective of another person, they have a difficult time perceiving it as relevant and are more inclined to disregard it. The marginalisation of positions of this nature has the potential to be considered a type of injustice on occasion if specific moral obligations have been breached or if social conditions are so pliable that they make it impossible to comprehend and, as a result, prohibit the eradication of disadvantages.

TABLE 5
ASSESSMENT OF EMPATHY

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 37.53 | Strength |

Legend

- 35-50 Strength
- 18-34 Needs Attention
- 10-17 Development Priority

Lastly, social skill as part of emotional intelligence garnered a mean of 32.85 with a description of needs attention. The data tells that teachers need to improve their social skills. They still have room for improvement in managing, influencing and inspiring emotion in others.

Salehi Seresht and Jafari Harandi (2022) reiterated that It is essential for all people to have social skills. The ability to manage emotions in relationships and the ability to influence and inspire others are fundamental abilities that are necessary for successful teamwork and performance of obligations. In today's society, possessing social skills is considered one of the most fundamental requirements for daily living. This requirement is more palpable, particularly for adolescents and young adults who are confronted with a wide range of circumstances.

TABLE 6
ASSESSMENT OF SOCIAL SKILL

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 32.85 | Needs Attention |

Legend

- 35-50 Strength
- 18-34 Needs Attention
- 10-17 Development Priority

2. Relational Intelligence of Key Stage 1 Teachers

The second variable of the study was the relational intelligence. It was measured through a questionnaire given to respondents that they answered online.

Table 7 presents that the relational intelligence of Key Stage 1 teachers. From the illustration, it is noticeable that it has a mean of 11.84 which tells improving. Teachers are already on the progress of attaining progress in their relationship intelligence.

Relational intelligence is undoubtedly a critical component in the workplace. Schools are large institutions that require a team of people to work on certain initiatives. It is anticipated that individuals who are able to interact effectively with their coworkers will achieve more success. It is not an easy task to acquire relational intelligence, as Zhang et al. (2029) have pointed out. It is necessary to have expertise in both collaborating with other people and being well-acquainted with them.

TABLE 7
ASSESSMENT OF RELATIONAL INTELLIGENCE

| | Mean | Description |
|----------------------|-------------|--------------------|
| Summary of Responses | 11.84 | Improving |

Legend

| | |
|-------|------------|
| 14-20 | Advancing |
| 7-13 | Improving |
| 0-6 | Struggling |

3. Teaching Performance of Key Stage 1 Teachers

Using documentary analysis, the researcher collected the performance rating of the respondents based on their classroom observation rating.

From the total number of teachers, 96.81% have outstanding rating, while 3.19% have very satisfactory rating. The performance of the teachers is based on the PPST of DepEd. In other

words, the participants were able to exceed the minimum expectations that were set for them. They possess the necessary expertise and abilities to perform the responsibilities associated with the indicators of their position, which include a command of the lessons, the ability to manage the classroom, assessment skills, community connections, and so on. According to Assiati et al. (2024), performance is an indication of the quality of work that teachers do in their roles. The more accomplishments that the teachers have, the higher the performance rating they will receive.

TABLE 8
SUMMARY OF PERFORMANCE RATING

| Performance Rating | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Outstanding | 91 | 96.81 |
| Very Satisfactory | 3 | 3.19 |
| Total | 94 | 100.00 |

Legend

| | |
|------------|-------------------|
| 4.50-5.000 | Outstanding |
| 3.50-4.499 | Very Satisfactory |
| 2.50-3.499 | Satisfactory |
| 1.50-2.499 | Basic |
| 1.00-1.499 | Poor |

4. Relationship between Emotional Intelligence and Teaching Performance

Using the data from the survey, the researcher measured the relationship of emotional intelligence and teaching performance. As shown, the relationship of the two variables recorded an r-value of 0.4926 and p value of 0.0328. The figures help the researcher to reject the null hypothesis and confidently claim that the relationship is significant.

Considering the given data, the positive relationship between emotional intelligence and teaching performance suggests that teaching performance will improve as emotional intelligence develops. Boybanting and Tantiado (2023) expressed the view that emotional intelligence has an impact on the performance of teachers in the classroom. When instructors have a stable emotional state, they are prepared to make decisions that are based on facts rather than feelings.

TABLE 9
PEARSON ANALYSIS OF EMOTIONAL INTELLIGENCE AND TEACHING PERFORMANCE

| Variables | r-value | p-value | Decision |
|---|---------|---------|-------------|
| Emotional Intelligence and Teaching Performance | 0.4926 | 0.0328 | Reject Null |

5. Relationship between Relational Intelligence and Teaching Performance

Table 10 presents the relationship between relational intelligence and teaching performance. The relationship of the variables registered an r-value of 0.5139 and p-value of 0.0394. As a result of this, the null hypothesis is rejected. This figure demonstrates that there is a significant relationship between relational intelligence and teaching performance. A method for obtaining assistance from other individuals is through the development of relational intelligence, as highlighted by Zhang et al. (2020). It is undeniable that teachers, who work in teams, use the skills and abilities of their colleagues in order to complete certain assignments or make duties easier for themselves. Actions of this nature are what have an impact on the teaching performance of educators who are working towards the accomplishment of their goals.

TABLE 10
PEARSON ANALYSIS OF RELATIONAL INTELLIGENCE AND TEACHING PERFORMANCE

| Variables | r-value | p-value | Decision |
|--|---------|---------|-------------|
| Relational Intelligence and Teaching Performance | 0.5139 | 0.0394 | Reject Null |

6. Proposed Personal Development Plan

The major concern of this study is to examine the influence of emotional intelligence and relational intelligence on the teaching performance of Key Stage 1 teachers as basis for personal development plan.

Using the results of the study, the researcher came up with a proposed personal development plan.

| Key Area | Rationale | Objectives | Activities/ Strategies | Timelin e | Responsibl e Persons | Expected Outcomes |
|--|---|---|--|-----------------|-------------------------------------|---|
| 1. Awareness and Self-Management | Teachers with higher self-awareness and self-control can manage stress, model positive behavior, and make better classroom decisions. | <ul style="list-style-type: none"> - Enhance teachers' ability to recognize and regulate their emotions. - Build resilience in handling classroom challenges. | <ul style="list-style-type: none"> - Conduct seminars on Emotional Intelligence basics. - Mindfulness and stress-management workshops. - Reflective journaling practices. | 1st Quarter | School Head, Resource Speakers | Teachers demonstrate improved self-regulation and positive classroom climate. |
| 2. Empathy and Understanding Others | Empathy fosters stronger teacher-student and teacher-colleague relationships, promoting a supportive learning environment. | <ul style="list-style-type: none"> - Strengthen teachers' ability to understand students' perspectives. - Promote inclusive classroom practices. | <ul style="list-style-type: none"> - Role-playing activities for perspective-taking. - Case studies on handling diverse learners. - Peer sharing sessions. | 2nd Quarter | Guidance Counselor, Master Teachers | Teachers show greater sensitivity to student needs and reduce conflicts in class. |
| 3. Relational Communication | Effective communication enhances trust and collaboration between teachers, students, and parents. | <ul style="list-style-type: none"> - Develop effective listening and conflict resolution skills. - Foster clear and empathetic communication in school. | <ul style="list-style-type: none"> - Training on active listening and constructive feedback. - Communication workshops with parents and stakeholders. | 3rd Quarter | PSDS, Trainers, Teachers | Improved teacher-parent partnerships and better teacher collaboration. |
| 4. Collaboration | High relational | - Strengthen collaboration | - Team-building | 3rd-4th Quarter | School Head, | Increased teamwork, |

| Key Area | Rationale | Objectives | Activities/ Strategies | Timelin e | Responsibl e Persons | Expected Outcomes |
|--|--|---|---|--------------|-------------------------|--|
| and Team Building | intelligence supports teamwork and professional learning communities. | among teachers. - Promote a culture of mutual support and shared responsibility. | activities. - Professional Learning Community (PLC) sessions focused on collaborative problem-solving. | | Department Heads | reduced isolation, stronger professional support networks. |
| 5. Continuous Professional Growth | Sustained practice of EI and RI ensures long-term improvement in teacher performance and well-being. | - Integrate EI and RI in teachers' professional development plan. - Encourage lifelong learning practices. | - Self-assessment surveys on EI/RI progress. - Mentoring and coaching sessions. - Inclusion of EI/RI modules in INSET programs. | Ongoing | | |

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the summary of findings, conclusions drawn and recommendations given.

Summary of Findings

The following were the summary of findings:

1. The emotional intelligence of Key Stage 1 teachers was assessed as strength in self-awareness (M=42.17), motivating oneself (M=39.84) and empathy (M=37.53), but managing emotions (M=32.37) and social skill (M=32.85) were assessed as needs attention.
2. Relational intelligence of Key Stage 1 teachers had a mean of 11.84 which tells that they are improving.
3. 96.81% have outstanding rating, while 3.19% have very satisfactory rating on their classroom observation.
4. The relationship of social intelligence and teaching performance recorded an r-value of 0.4926 and p value of 0.0328.
5. The relationship between relational intelligence and teaching performance marked an r-value of 0.5139 and p-value of 0.0394.
6. A personal development plan was proposed based on the findings of the study.

Conclusions

The following conclusions were formed based on the findings:

1. Key Stage 1 teachers are capable of recognizing their own emotions and comprehending how to respond to them, as well as understanding the emotions of others. Furthermore, they are always discovering new sources of encouragement for their job. Nevertheless, they are aware of

the fact that they are capable of improving their social skills and their emotional management abilities even further.

2. Key Stage 1 teachers are already in the process of developing their relational intelligence, which means that they are learning how to maintain positive relationships with others.

3. Respondents were able to execute the expected skills and competence beyond the minimum expectations of the department.

4. There is a significant relationship between emotional intelligence and teaching performance of Key Stage 1 teachers. When emotional intelligence, improves, teaching performance will be affected positively.

5. There is a significant relationship between relational intelligence and teaching performance of Key Stage 1 teachers. This means that teaching performance will decline once relational intelligence is neglected.

6. The proposed personal development plan aims to help teachers develop themselves professionally with an end product of improving their performance which may be used in their career progression.

Recommendations

The following recommendations are formed based on the summary:

1. Key Stage 1 teachers may work on the management of emotions and social skills by reading materials and research that are related to social skills and management of emotions.

2. School heads may give more chance to teachers to work in different teams to increase their relational intelligence.

3. The high performance rating of the Key Stage 1 teachers may be sustained by having a learning action cell that will give everyone the chances to share their insights with their colleagues.

4. Emotional intelligence of Key Stage 1 teachers may be included in the personal development plan of schools for teachers.

5. School heads may give emphasis on the importance of collaboration in work for the improvement of their relational intelligence that will also affect their teaching performance.

6. The proposed personal development plan may be adopted in one school or district to test its effectiveness.

7. Future researchers may conduct qualitative study on how the teachers address their challenges on emotional and relational intelligence to enrich the findings of the study.

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