
Relationship of Profile and Emotional Intelligence with the English Proficiency of the Elementary School Teachers

LAILANIE M. BONAOBRA

lailanie.bonaobra@deped.gov.ph
Saint Anthony College of Technology

PRINCESS MYLENE M. MANIACOP, EdD

princessmylene.manansala@deped.gov.ph
Saint Anthony College of Technology

BRICCIO P. CORPUZ

briccio.corpuz001@deped.gov.ph
Saint Anthony College of Technology

Abstract — The researcher aimed to determine the relationship of profile and emotional intelligence with the English proficiency of elementary teachers in the South Sector of Division of Pampanga as inputs for enrichment plan during the School Year 2024-2025. The study used quantitative, specifically descriptive-correlational design. There were 192 randomly selected elementary teachers who were requested as the respondents of the study. Questionnaire and test were used for data gathering. Mean, frequency and percentage, chi-square and Pearson r were applied for interpretation. Results tell that 34.90% of the teachers have units in MA, while more than half or 77.08% of the elementary teachers do not have designation. In addition, 100.00% of the elementary teachers have outstanding rating. Self-awareness ($M=42.28$), motivating oneself ($M=39.65$) and empathy ($M=37.18$) were considered as strength of the elementary teachers, while managing emotions ($M=33.47$) and social skills ($M=32.65$) require further attention. 81.25% of the elementary teachers have very satisfactory rating in English proficiency. Relationship between educational attainment and language proficiency garnered an X^2 of 69.96 and p value of 0.0432. In addition, relationship of designation and language proficiency recorded an X^2 of 53.15 and p value of 0.0317. Also, performance rating and language proficiency has an r value of r and p value of 0.0281. The relationship between emotional intelligence and language proficiency of elementary teachers marked an r-value of 0.5283 and p-value of 0.0317.

Keywords: emotional intelligence, English proficiency, correlation, profile

I. INTRODUCTION

Teachers' welfare is one of the targets of human resource and development. Having teachers who are healthy physically, spiritually, emotionally or as a whole is a treasure for the school. When schools have healthy man power, more programs may be accomplished on or before the target time. It is vital to note that teachers are key players in the school and the major determinants of school performance.

English has evolved into the language of communication on the international arena because of a multitude of variables, including political, economic, and technological concerns. Globalization has made the English language a fundamental component of a successful personality because of the fact that it is an essential tool that is widely used in the context of global communication throughout the world (Rao, 2016). This serves to illustrate the importance of educators who are responsible for teaching English as both a language and a topic.

In a great number of different methods and to a very large degree, the English language has spread throughout the world. The English language is no longer confined to being used just in places where it is the primary language of communication due to the fact that it has been in a state of constant spread around the globe. Vu (2014) argued that the English language is not the exclusive possession of Americans or persons who speak English as their first language. The English language belongs to all of the people who speak it in the present day. According to Silalahi (2016), English has earned the distinction of being the language that is spoken all over the world because of the strong role that English plays on the global stage.

The term "English proficiency" refers to the ability to comprehend, communicate, read, and/or write in the English language. In order to be truly proficient in this subject, an individual must have a very advanced level of expertise in all four of the distinct domains of communication. Proficiency is correlated to the quality of one's performance. Riasati (2014) defines it as the ability to appear in language in accordance with the requirements of the situation that is presented in the classroom in order to teach lessons based on language goals and targets, especially if we are transitioning to a more productive approach.

In response to the rising need for proficiency in English communication, a large number of countries in Asia have recently started introducing English as a foreign language at the primary school level. However, the majority of educators who work in primary schools in these countries do not possess the necessary skills to teach pupils the English language, which has the consequence of improving their fluency in English and pedagogical talents to the point where they become a sort of (Vu, 2014).

A study was carried out by Park (2019) that involved collecting the replies of 169 teachers and 339 pupils from South Korean high schools by having them complete questionnaire sheets. The questions on these questionnaires were divided into three categories: knowledge of instructional procedures, competency in the English language, and abilities associated with social and affective aspects. The investigation of the characteristics of teachers of English who are deemed to be effective was the objective of the study. In comparison to students, instructors have a more comprehensive awareness of the qualities that fall into each of the three groups in general. The most important factor for teachers to consider is English language competency, but students place the most emphasis on pedagogical expertise. Furthermore, there are varying perspectives on the characteristics that define effective teaching among the very small number of students. The results of the poll revealed that, in the opinion of students who achieve a high level of academic success, pedagogical knowledge is the most significant ability, whereas students who achieve a low level of academic success regard socio-affective talents to be the most important skill. The discovery that was just made will have an effect on the core knowledge foundation of teacher education, and this will be true both in the present moment and in the future.

Emotional intelligence is one of the subjects that has received the least amount of investigation. It involves the capacity to observe one's own feelings as well as those of other people, to distinguish between various emotions and identify them accurately, and to utilize information about emotions in order to influence one's thoughts and actions. Emotional intelligence is classified into three different models. The Salovey-Mayer ability model was created with the goal of emphasizing the capacity of the individual to digest information that is emotional in nature and to utilize that knowledge to navigate the social situation in which they find themselves.

The trait model, which was created by Konstantin Vasily Petrides, includes both behavioral inclinations and the abilities that an individual perceives in themselves. This model is assessed by means of self-report. The mixed model, which is the last model that has been developed, is a blend of both the trait EI and the ability EI models. As was proposed by Daniel Goleman, it characterizes emotional intelligence (EI) as a combination of characteristics and abilities that are responsible for performance.

The emotional quotient is another name for the concept of emotional intelligence. Every single action, choice, and judgment that humans make is influenced by emotions (Goleman, 1995). People who possess emotional intelligence are aware of this and use their reasoning abilities to control their emotions instead of allowing their emotions to control them. Over the course of the past twenty years, the idea of emotional intelligence (EI) has developed into a highly significant predictor of an individual's abilities, skills, and knowledge in the contexts of their job, school, and personal life.

The findings of the research conducted indicate that emotional intelligence (EI) is an important factor that contributes to motivation, decision-making, leadership, and job performance, as well as the successful management of employees. As a result, the implementation of the emotional intelligence (EI) approach in the context of higher education has the potential to bring about a multitude of advantages for students. Not only does it satisfy their craving, but it also helps them to be more productive in their respective areas of expertise.

Mayer et al. (2016) updated the four-branch model. They included more instances of problem-solving and claimed that the mental abilities involved in EI do, in fact, remain to be determined (Mayer et al., 2016).

Emotional intelligence (EQ) has been previously considered as the most essential determinant of success in life. Although this may not definitely be the case, there is still a connection between EI and success (Cherry, 2018). A wide variety of talents, including the ability to make decisions and attain academic success, have been found to be associated with EI according to the findings of previous research.

The ability of an individual to recognize, manage, assess, and communicate feelings is referred to as emotional intelligence. In recent years, the concept of emotional intelligence has become a popular subject in a wide range of disciplines, including corporate management and education. Researchers such as John Mayer and Peter Salovey, as well as writers such as Daniel Goleman, have contributed to the spotlighting of emotional intelligence, which has helped to bring it to the forefront of discussion (Drigas, 2018).

A high emotional quotient is a quality that is particularly significant for corporate leaders and managers, according to research that has discovered that people who have a strong leadership potential also tend to have a higher level of emotional intelligence (Srivastava, 2013).

Emotional intelligence is a concept that may be broken down into two distinct categories: ability emotional intelligence and trait emotional intelligence. The distinction between trait EI and ability EI was first proposed by Petrides and Furnham in the year 2000. The differentiation between the two was based on the question of whether or not the measurement in question was a test of maximum performance, which is known as ability EI, or a self-report questionnaire, which is known as trait EI (Perez et al., 2005). Ability EI tests are employed to assess the constructs that are associated with a person's theoretical understanding of emotions and the manner in which they operate emotionally. This assessment is conducted in accordance with the particular method of classification that is being discussed. In contrast, questionnaires concerning trait emotional intelligence are utilized for the purpose of determining the normal actions that manifest in emotional situations, such as when an individual is confronted with stress or has an unhappy friend, as well as the self-rated talents of the individual. It is necessary to point out that the most essential aspect of this classification strategy is the fact that the EI type is most precisely represented by the technique of measurement. Within the context of this categorization system, "trait EI" is used to refer to all of the measures of EI that are derived from items that are reported by the individual themselves. Meanwhile, "ability EI" is used to refer to all of the measures of EI that are derived from things that are reported by the individual as their peak performance.

The three "streams" of emotional intelligence (EI) (Ashkanasy & Daus, 2005) are referred to as the second most used method of categorizing EI measures. According to this approach to classification, stream 1 consists of measures of ability that are based on Mayer and Salovey's

model, stream 2 consists of measures of self-report that are based on Mayer and Salovey's model, and stream 3 consists of "expanded models of emotional intelligence that encompass components not included in Salovey and Mayer's definition" (p. 443). Ashkanasy and Daus (2005) pointed out that stream 3 was also known as "mixed" models due to the fact that the models are comprised of a blend of behavioral and personality items.

According to O'Boyle et al. (2011), the term "mixed EI" is being used in current research to describe measurements of emotional intelligence that take into consideration a combination of traits, social skills, and abilities, and that have some overlap with other measures of personality. Individuals who have a high emotional intelligence (EI) score also have excellent mental health, do remarkably well in their employment, and possess leadership talents that are more effective, according to research that has been undertaken. Over the course of the past few decades, the indicators of emotional intelligence (EI) and the methods that may be utilized to increase EI have seen a steady rise in popularity. Additionally, the experiments that are now underway provide evidence that can assist in the characterization of the brain mechanisms that are associated with emotional intelligence.

The ability to understand and acknowledge one's own emotions, sentiments, and motivations, as well as the influence that they have on other people, is what is meant by the phrase "self-awareness." Self-awareness is characterized by a number of different features, including a sense of self-confidence, the ability to evaluate oneself accurately, and a tendency to laugh at oneself. The ability of an individual to be aware of their own emotional state and to correctly recognize and describe the emotions they are experiencing is a necessary condition for the emergence of self-awareness. As a result of the fact that self-awareness constitutes a fundamental prerequisite for realistic self-assessment, it follows that the existence of realistic self-assessment functions as a conclusive sign of self-awareness. In other words, the presence of realistic self-assessment is an indicator that self-awareness is present, because realistic self-assessment cannot arise in the absence of self-awareness.

The pursuit of one's own goals with a sense of enthusiasm and determination, as well as a vision of what is most important in life, the enjoyment that comes from doing something, the desire to learn new things, and the feeling of being immersed in an activity, are all examples of internal

motivation. This is different from external rewards such as monetary compensation and social status. A great motivation to achieve, a cheerful mindset even when faced with failure, and a dedication to the company are all among the defining features.

The collection of abilities that are referred to as empathy includes the ability to understand the feelings of other people and to interact with them in a way that is consistent with their emotional reactions. A proven skill in the areas of talent acquisition and retention, cross-cultural knowledge, and service to consumers and clients are among the most significant criteria. In the area of education, it is a common belief that the term "empathy" is interchangeable with or that it refers to "sympathy." Sympathy is described as a feeling of concern, care, or desire to alleviate unfavorable experiences or feelings in other people. It is important to be aware that the fact that someone has a capacity for empathy does not necessarily mean that they also have a capacity for compassion. The utilization of empathy can be a means of exhibiting either benevolent or malevolent conduct.

The advent of new and innovative technology that has made it possible to monitor the human brain in action has resulted in the prominence of research that is focused with emotions in recent years (Caruso & Salovey, 2004). With the technology that we currently have at our disposal, we are able to take a firsthand look at the way in which the brain processes during the act of thinking. It is now feasible to witness the manner in which the brain responds when an individual feels sensations of happiness, sadness, rage, and love, thanks to this new neurobiological data. Peter Salovey and David Caruso are two researchers who have put out the theory that the area of the brain that is responsible for emotions plays a crucial role in the processes of reasoning, thinking, and intelligence. As a result, this notion brings us to the conclusion that emotional intelligence is a significant component when it comes to understanding the emotions of oneself and the emotions of other people.

In order to achieve a more comprehensive understanding of the meaning of the phrase "emotional intelligence," it is essential to first investigate the two concepts that comprise this phrase: "emotion" and "intelligence." The notion that was proposed by Salovey, Bracket, and Mayer (2007) is that the emotions that people feel are organized responses that involve the physiological, cognitive, motivational, and experiential subsystems of the brain.

In his book titled "Creating Leaderful Organizations," Joseph Raelin makes the assertion that taking a leaderful approach begins with having a personal comprehension of one's own strengths (Raelin, 2003). According to his assertion, in order to achieve success, a large number of individuals have forgotten their authentic selves. "It is imperative that we be awakened." The process of developing one's own identity offers us with an opportunity to acknowledge and value the combination of life events that have brought us to the point in time that we are presently occupying.

According to Goleman, Boyatzis, and McKee (2002), the growth of self-awareness is influenced by several factors, including an individual's understanding of their emotions, their capabilities and limitations, and their motives and ideals. People that possess a high level of self-awareness are realistic about the world around them. They do not indulge in the excessive self-criticism, and they also do not mistakenly indulge in optimism. They are honest with others as well as with themselves, and they are honest with others as well as with themselves about their own selves.

Social intelligence, which is another term for social awareness, is the ability to understand what is going on in social situations. One component of social awareness is the ability to maintain a positive relationship with other people (Albrecht, 2004). The term "people skills" is often used as a synonym for social intelligence (SI). Being cognizant of the situations in which one finds oneself, as well as the social dynamics that have an impact on those situations, is a component of this. It is also necessary to have an understanding of various interaction styles and approaches that can help a person reach their objectives while they are interacting with other people. "It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns," Albrecht (2004) explains on page one.

In addition to this, emotional intelligence requires a certain level of social awareness. The capacity to put oneself in the shoes of another person and to develop an understanding of the experiences that other individuals are undergoing is a fundamental aspect of the process of becoming aware of the feelings that other people are experiencing (Gassam, 2018). People who have a high level of empathy may be more capable of establishing workplaces that are inclusive and varied.

Siddique (2020) recently carried out a study that studied the relationship between the emotional intelligence of teachers and their effectiveness in the classroom by employing a descriptive-correlational methodology. Participants in this research project consisted of a total of three hundred and twenty instructors from secondary schools who were selected to take part. The data were gathered utilizing an instrument that has been validated. Once the necessary data was acquired, it was determined that there is a large positive correlation between the emotional intelligence of instructors and their level of success in the classroom. The results of the study also demonstrated that there was a statistically significant difference in the emotional intelligence (EI) and teaching efficacy (TE) of teachers when their gender and the number of years they had spent teaching in a classroom were taken into consideration. The findings of the linear regression analysis demonstrated that the emotional intelligence possessed by the teachers was a significant factor in predicting the degree to which their teaching was effective.

The literature tells that there are rich information regarding the emotional intelligence. It is a topic that is being investigated in different fields including business and education sector. However, most of the information presented are on the international setting. In addition, the researcher found it necessary to have an investigation that centered on relationship of profile and emotional intelligence with English proficiency of elementary school teachers to contribute to the body of knowledge.

Conceptual Framework

Daniel Goleman's theory of emotional intelligence served as the foundation for the research. This theory defines emotional intelligence as "the capacity of an individual to manage his or her own emotions in such a way that they are expressed in an appropriate and effective manner" (Tripathy, 2018). Cherry (2018) identifies the five components of emotional intelligence as self-awareness, self-confidence, achievement, developing others, and conflict management.

This theory served as the basis for the conceptualization of Figure 1.

In this research, the researcher will adopt the IPO model.

The input of the study included the profile of the teachers, their emotional intelligence and their English proficiency.

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

The output was the proposed enrichment plan.

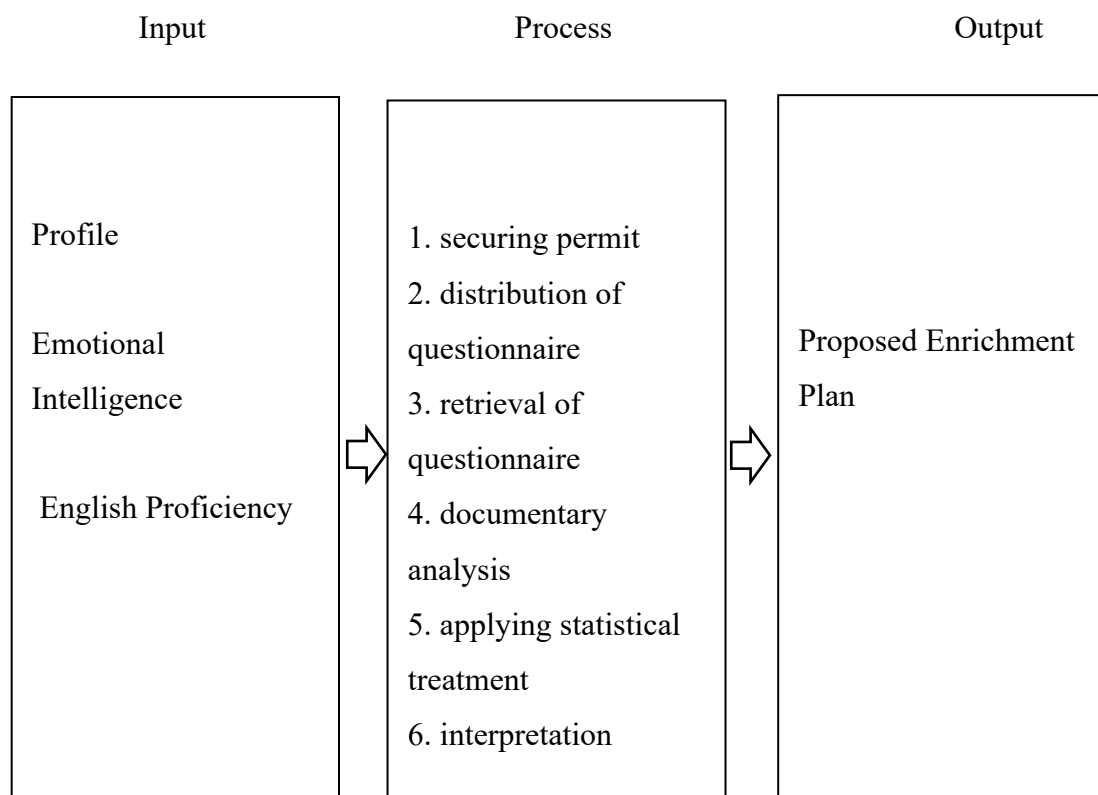


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the relationship of profile and emotional intelligence with the English proficiency of elementary teachers in the South Sector of Division of Pampanga as inputs for enrichment plan during the School Year 2024-2025.

Specifically, this study sought to answer the following questions.

1. How may the profile of the respondents be described along the following parameters:
 - 1.1. educational attainment,
 - 1.2. designations, and
 - 1.3. performance rating?
2. How may the emotional intelligence of the elementary teachers be assessed considering the following:
 - 2.1. self-awareness,
 - 2.2. self-confidence,
 - 2.3. achievement,
 - 2.4. developing others, and
 - 2.5. conflict management?
3. How may the English proficiency of the elementary teachers be assessed?
4. Is there a significant relationship between the profile and English proficiency of the elementary teachers?

5. Is there a significant relationship between emotional intelligence and language proficiency of the elementary teachers?

6. Based on the findings, what training program may be proposed?

Hypotheses

The following were the null hypotheses:

There is no significant relationship between the profile and English proficiency of the elementary teachers.

There is no significant relationship between emotional intelligence and language proficiency of the elementary teachers.

Significance of the Study

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

School Administrators. Knowing the emotional intelligence and English proficiency of the teachers will give them idea on what assistance they can provide to the teachers which is based on their needs. With this, they can perform better their functions as instructional supervisor and main person in human resource and development.

Elementary Teachers. Ensuring that they have high emotional intelligence will increase the chance of them being able to control their emotion well. With this, they can still be productive in work even though they have struggles in their lives that affect their emotions. In addition, knowing their needs on language proficiency will help them to know what to improve on their professional development.

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. This will serve as a basis for future researchers to undergo similar studies and may be used as reference.

Scope and Delimitation

The main target of the research was to test the relationship of profile and emotional intelligence with the English proficiency of elementary teachers in the South Sector of the Division of Pampanga as inputs for training program during the School Year 2024-2025.

To realize the study, information about profile were collected including years of teaching, educational attainment, and performance rating. The emotional intelligence was measured considering self-awareness, self-confidence, achievement, developing others, and conflict management. The data on English proficiency were also gathered

Using the three information, relationships was tested.

All of these information were used to have the proposed enrichment plan.

Definition of Terms

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

Emotional Intelligence. It has to do with one's capacity to be aware of their own emotions, to have the ability to regulate and convey those feelings, and to relate with other people in a manner that is reasonable and compassionate.

English Proficiency. It deals with the rating that the respondents got on the test given to them. Martirosyan, Hwang and Wanjohi (2015) stated that it means competence in the use of language for communication and learning.

Profile. It refers to the educational attainment, designations and performance rating of teachers.

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

Research Design

The study used quantitative method to realize the goal of the research. It is a method wherein the focus is to gather numerical data that can be interpreted using statistics or mathematical formula. Out of all the other quantitative methods that were considered, the descriptive correlational method was the one that was selected. The descriptive correlational method is used to determine whether or not two or more variables are present and to what extent they have changed (Akinlua, 2019).

According to Creswell (2013), the descriptive correlational method may be characterized as a continuous process that is founded on the amalgamation of many elements, which in turn leads to the generation of hypotheses and the establishment of generalizations regarding issues. Furthermore, it is the systematic use of a sequence of methods that are employed to generate trustworthy information on different themes. This information is gathered in order to put hypotheses to the test or to respond to questions about the perspectives of different individuals on specific subjects or problems.

This study used descriptive-correlational design for it suits the main purpose of the study which is to examine the relationship of profile and emotional intelligence with the English

proficiency of elementary teachers in the South Sector of the Division of Pampanga as inputs for enrichment plan during the School Year 2024-2025.

Respondents of the Study

The respondents of the study were the elementary teachers in the elementary in South Sector of the Division of Pampanga. For a richer data, the researcher considered getting a sample size from population. The researcher adopted G power with 0.05 level of significance.

After getting the sample size, the researcher applied random sampling technique to determine who among the teachers were selected. This is a type of sampling that puts premium on giving chance to everyone in the population to be selected in data gathering. Through this, a more accurate result is possible. Furthermore, the sampling helps the researcher to lessen bias in selection.

TABLE 1
RESPONDENTS OF THE STUDY

Districts	Frequency	Percentage
District A	22	11.46
District B	26	13.54
District C	21	10.94
District D	25	13.02
District E	23	11.98
District F	28	14.58
District G	24	12.50
District H	23	11.98
Total	192	100.00

It can be seen from the illustration that there were 192 teachers who were requested as the respondents of the study.

Research Instruments

There were two sets of instruments used in this study: a survey questionnaire and a test.

The first tool was a survey-questionnaire which is used for profile and emotional intelligence.

The first part dealt with the profile of the teachers, while the second part is the instrument on emotional intelligence, which was adopted from MySkills.Profile.com which was developed in 2011. The emotional intelligence of the elementary teachers was evaluated in terms of the Self-awareness, Self-Confidence, Achievement, Developing Others and Conflict Management.

Another instrument was a test to measure English proficiency. The researcher used the STEP (Standardized Test for English Proficiency) of Education and Training Evaluation Commission). It is a test that can be answered through multiple choice.

Data Collection

The researcher first secured all the necessary permits from the higher authorities. A formal letter of request was sent to the Schools Division Superintendent duly signed by the researcher and noted by the research adviser. Commencement of data collection only happened once all the approvals are secured.

The assistance of the school heads and public schools district supervisor were solicited for this matter. They were given a copy of the approval from the schools division office for them to be aware about the purpose of the research. Participants were then identified through their assistance.

Data collection was done online and last for eight weeks.

Ethical Considerations

One thing that is not forgotten in research undertaking was the compliance on ethical standards. To lessen the chance for violation of any ethical procedure, the research adviser thoroughly monitored the process of the research and no action was undertaken without the knowledge and approval of the research adviser.

In the data collection, it was explained to the teachers that the participation on the study is on voluntary basis. The main goal of the study was explained and its possible implications in the field of education. Furthermore, it was underscored that the relationship of the teachers with the researcher would not be affected whatever their decision would be.

Lastly, protecting the anonymity of the teachers was given utmost importance. Survey-questionnaire had the option not to write the name of the informants. In addition, their names were not written nor mentioned in any part of the research or no clue would be given to pinpoint their identity. It was implied that if names were needed to be mentioned, codes would be used instead. All of the answers and responses were only used for this research and were treated with utmost secrecy and confidentiality.

Statistical Treatment of Data

The researcher applied quantitative analysis of data. For the quantitative part, the researcher used the following:

1. Frequency and percentage, to summarize the profile of the teachers
2. Mean, for emotional intelligence and English proficiency
3. Pearson r and chi-square, for relationship of variables.

III. RESULTS AND DISCUSSION

This chapter provides information about the results of the analysis of data. Presentation is based on the arrangement of research questions.

1. Profile of the Elementary School Teachers

The profile of the elementary teachers is divided into educational attainment designations and performance rating.

It can be seen from the table that 34.90% of the teachers have units in MA, while there were only 2.60% with doctorate degree.

According to the findings, a significant number of teachers are enrolling in graduate programs in order to pursue greater levels of educational attainment for a variety of reasons, such as acquiring extra knowledge and advancing their careers. The conclusion is based on the criteria that are used to evaluate the work of teachers as well as the career advancement path that is followed by the Department of Education. Individuals who possess higher levels of education will have a greater likelihood of being promoted to jobs of greater responsibility. According to Capistrano and Tamayo (2025), educational attainment is not merely for the purpose of advancing one's career. Furthermore, it provides educators with an opportunity to become acquainted with novel ideas and concepts that they might use in the execution of their responsibilities as instructors in the classroom.

TABLE 2
SUMMARY OF EDUCATIONAL ATTAINMENT

Educational Attainment	Frequency	Percentage
BS Degree	17	8.85
BS Degree with MA units	67	34.90
MA CAR	48	25.00
MA Degree	15	7.81
MA Degree with PhD/EdD units	28	14.58
PhD/EdD CAR	12	6.25
Doctorate Degree	5	2.60
Total	192	100.00

Table 3 reflects that more than half or 77.08% of the elementary teachers do not have designation. From the same table, it is shown that 4.69% of them are designated as ICT coordinator.

The results magnified that there are teachers who are given designations to lead or to be in-charge of a subject or grade level. However, it can also be seen that most of the teachers now do not have designations especially those who are assigned in big schools. This is due to the removal of administrative tasks of teachers.

Junio (2024) argued that the goal of these teaching-related duties that are assigned to educators is to give them opportunities for leadership. Nevertheless, it is indisputable that there have been instances where the amount of time they have available to teach has been reduced due to the fact that they are required to perform certain duties that also take up some of the time they would otherwise spend on lesson planning.

TABLE 3
SUMMARY OF DESIGNATIONS

Designations	Frequency	Percentage
None	148	77.08
Subject Leader/Coordinator	23	11.98
Grade Level Leader	12	6.25
ICT Coordinator	9	4.69
Total	192	100.00

Another part of profile is the performance rating wherein 100.00% of the elementary teachers have outstanding rating. The results show that teachers possess knowledge, skills and competence needed from a teacher based on the standards of DepEd. They are also going beyond the minimum expectations of DepEd.

The high rating is rooted on the evidences and preparations that the teachers have before the actual evaluation. Teachers are well guided on the expectations from them including what evidences that they need to prepare and how they will be rated in their classroom observations.

According to Pacaña and Pedriña (2024), the major role of educators is to instruct, which is why their success should be evaluated based on how effectively they provide classroom instructions. That being said, it is an undeniable fact that the responsibilities of educators extend beyond what they do in the classroom. In addition, they are required to carry out administrative responsibilities, and they must also incorporate activities that are associated with participating in the community.

TABLE 4
SUMMARY OF PERFORMANCE RATING

Performance Rating	Frequency	Percentage
Outstanding	192	100.00
Very Satisfactory	0	0.00
Total	192	100.00

2. Emotional Intelligence of Elementary Teachers

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

Self-awareness garnered a mean of 43.28 and categorized as their strength.

Based on what has been shown, it can be deduced that elementary school teachers have a strong self-awareness and are capable of comprehending their own feelings as well as responding to them in an appropriate manner.

Individuals who possess a high degree of self-awareness are able to effectively manage their emotions. Individuals who are aware of their own limitations or who are cognizant of the factors that instigate their emotions are more likely to avoid them. When it comes to the development of pedagogical communication skills, one of the most crucial factors for teachers to take into consideration is their own self-awareness. Teachers who possess a strong sense of self-awareness are more inclined to engage in reflective practice, to become aware of their own strengths and shortcomings in terms of communication, and to alter their strategies in order to more effectively meet the requirements of students who come from a diverse range of backgrounds. As a consequence, it increases their overall capacity to communicate by making them more empathetic, responsive, and culturally sensitive while interacting with others in their relationships (Stakhova et al., 2023).

TABLE 5
ASSESSMENT OF SELF AWARENESS

Indicator	Mean	Description
Self-Awareness	43.28	Strength

Legend

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

Managing emotions is rated as needs improvement based on its mean of 33.47. The results tell that elementary language teachers still experience hard time in management of their emotions. This means that they should be aware on how they will control their emotions.

Learning how to control own emotions is not a simple task. It is the act of exerting self-control and convincing oneself to be logical at all times. The risk of experiencing a quarrel in the near future is reduced by the process of regulating one's emotions (Gross, 2015). The teachers' reports indicate that they did not refrain from demonstrating sincere positive feelings to their children. The emotions that were experienced included a sense of joy, and they asserted that they did not need to exert any effort on their behalf in order to manage these sensations. It was regarded as being far more challenging to appear to have feelings, specifically, to exhibit feelings that were not congruent with the feelings that a person was actually experiencing at the time. Having said that, it was also regarded as an essential element of professional conduct.

TABLE 6
ASSESSMENT OF MANAGING EMOTIONS

Indicator	Mean	Description
Managing Emotions	33.47	Needs Attention

Legend

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

Table 7 tells that motivating oneself is considered as strength for elementary teachers based on its mean of 40.53. The results indicate that respondents cheer themselves up whenever that they are having problems or things that they need to address.

Teachers need to have a persistent desire to stay in their chosen profession. Every person on the planet has justifications for continuing to do the things that they are currently doing. The educators have a number of different options to choose from when it comes to finding inspiration. This includes both their desire to help youngsters and their ambition to learn more information. Kapur (2019) notes that instructors who are motivated to succeed not only make an impact on the way that they instruct in the classroom but also have an impact on the outcomes of the numerous projects and programs that they undertake in the school setting.

TABLE 7
ASSESSMENT OF MOTIVATING ONESELF

Indicator	Mean	Description
Motivating Oneself	39.65	Strength

Legend

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

Emotional intelligence also include empathy which recorded a mean of 37.18. This is considered to be one of the attributes that they possess as strength. The results of the study provide evidence that the participants put a great deal of value on taking the perspectives of other people into account and showing empathy for their feelings. Because of this, they strive to understand the situations and emotions that other people experience in order to decide on the most appropriate course of action for responding to those situations and emotions.

The first stage in building empathy is to have a comprehension of one's own emotional experiences. If an individual is unable to understand their own emotions, then they will also be unable to empathize with the emotions of other people. When someone is thought to be devoid of any emotions, they may struggle to recognize the feelings of others and to demonstrate compassion for them. Bouton (2016) describes empathy as a skill that forms the foundation for other, more complex skills. These include, but are not limited to, managing emotions and creating and maintaining positive relationships. In the actual world of modern educational settings, it is necessary to provide the classroom with a substantial degree of empathic care and positive emotional support in response to the intellectual, emotional, and social requirements of students in a way that is sensitive (McGowan et al., 2020). Due to the substantial social and emotional requirements that are evident in the daily interactions that take place between students and instructors, empathy is regarded as being equivalent to "teacher professional efficiency" (Weisz et al., 2020). This indicates that the ability of teachers to detect the needs of their students during the process of teaching and learning is improved by their capacity to empathize with the pupils.

TABLE 8
ASSESSMENT OF EMPATHY

Indicator	Mean	Description
Empathy	37.18	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 32.64 with a description of needs attention. The data tells that respondents need to improve their social skills. This means that elementary teachers need to exert effort on how they can further improve their social skill which centers on relationship with other people and understanding their emotions.

Social skill for employees is very crucial to make the works easier for them. Those who have high social skills are expected to have friends that will help them when they are in trouble or experiencing hard time. This support makes one feel that everything will end soon. Within the current time, which is becoming increasingly complex and interconnected, social skills such as communication, cooperation, and empathy are becoming increasingly important in addressing global problems that require them to work together effectively with people from a wide range of backgrounds (Wuryandani et al., 2025).

TABLE 9
ASSESSMENT OF SOCIAL SKILL

Indicator	Mean	Description
Social Skill	32.65	Needs Attention

Legend

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

3. English Proficiency of the Elementary Teachers

Using the test given to the teachers, their English language proficiency was assessed. As shown Table 10 reflects that 81.25% of the elementary teachers have very satisfactory rating in English proficiency. There were only two or 1.04% who attained satisfactory level. The results imply that teachers have the knowledge they need to be proficient in English. This can be rooted

on their exposure in the language and their desire to always prepare themselves whenever they teach.

According to Tataro et al. (2025), being able to communicate effectively in one's native language is crucial in the workplace. Since it is their job, elementary school teachers place a high value on it. They should provide a good example for the students and the community at large.

TABLE 10
SUMMARY OF ENGLISH PROFICIENCY

English Proficiency	Frequency	Percentage
Outstanding	34	17.71
Very Satisfactory	156	81.25
Satisfactory	2	1.04
Total	192	100.00

Legend:

Outstanding	81-100
Very Satisfactory	61-80
Satisfactory	41-60
Fairly Satisfactory	21-40
Poor	0-20

4. Relationship between Profile and Language Proficiency

The data on profile and language proficiency were collected to measure the relationship of the two.

Table 11 shows that the relationship between educational attainment and language proficiency garnered an X^2 of 69.96 and p value of 0.0432. The data tells the researcher to reject the null hypothesis and claim that the relationship is statistically significant.

Another information presented is that designation and language proficiency recorded an X^2 of 53.15 and p value of 0.0317 which indicates that the relationship is statistically significant.

Also, relationship of performance rating and language proficiency has an r value of 0.6512 and p value of 0.0281 which helps the researcher to reject the null hypothesis. It tells that there is a significant relationship between performance rating language proficiency.

Those in positions of leadership often feel pressure to set a positive example for their colleagues in the classroom. They are able to focus on ways to better themselves at work as a result of this. Performance reviews and linguistic competence tests bear this out. Leaders are supposed to be more experienced than members since they are expected to help members when they need it (Suar et al., 2025).

TABLE 11
RELATIONSHIP ANALYSIS OF PROFILE AND LANGUAGE PROFICIENCY

Variables	X^2/r -value	p-value	Decision
Educational Attainment and Language Proficiency	69.96	0.0432	Reject Null
Designation and Language Proficiency	53.15	0.0317	Reject Null
Performance rating and Language Proficiency	0.6512	0.0281	Reject Null

5. Relationship between Emotional Intelligence and Language Proficiency

The presentation on relationship of emotional intelligence and language proficiency is found on Table 13.

The relationship between emotional intelligence and language proficiency of elementary teachers marked an r-value of 0.5283 and p-value of 0.0317. These data are enough to reject the null hypothesis and claim that the relationship is statistically significant.

Abdalgane et al. (2025) mentioned that confidence plays a significant role on how people learn. When they know themselves and their weaknesses, they will be able to make adjustments on how they should learn.

TABLE 12
RELATIONSHIP ANALYSIS OF EMOTIONAL INTELLIGENCE AND LANGUAGE PROFICIENCY

Variables			r-value	p-value	Decision
Emotional Intelligence and Language Proficiency			0.5283	0.0317	Reject Null

6. Proposed Enrichment Plan

The study examined the relationship of profile and emotional intelligence on the English proficiency of language teachers

Goal

To enhance the listening, speaking, reading, writing, and overall communicative competence of teachers to improve classroom instruction and professional confidence in using English.

General Objectives

1. Improve teachers' accuracy, fluency, and confidence in spoken and written English.
2. Strengthen teachers' academic and professional vocabulary.
3. Promote consistent and correct use of English in instruction, assessment, and school communication.
4. Foster a supportive environment for continuous language development.

Objectives	Activities / Strategies	Persons Involved	Timeline	Success Indicators	Budget / Resources
1. Assess current English proficiency levels	- Conduct baseline English proficiency test (speaking & writing) - Needs assessment survey	School Head, English Dept., Teachers	Month 1	Proficiency data collected and analyzed	Printing, test materials
2. Improve speaking and pronunciation skills	- English Conversation Circles (weekly) - Pronunciation and fluency workshops	English Teachers, External Trainer	Months 2–6	Improved oral fluency and confidence	Trainer honorarium, modules
3. Enhance writing skills for academic and professional use	- Writing clinics (emails, lesson plans, reports) - Peer-editing sessions	English Coordinators, Teachers	Months 2–6	Improved quality of written outputs	Handouts, reference books

Objectives	Activities / Strategies	Persons Involved	Timeline	Success Indicators	Budget / Resources
4. Expand vocabulary and grammar mastery	- Grammar refresher sessions - Word-of-the-Day / Phrase-of-the-Week program	English Dept., Teachers	Whole Year	Correct and appropriate language use	Digital tools, print materials
5. Promote consistent classroom use of English	- English-Only Day (once a week) - Classroom language monitoring	Department Heads, Teachers	Whole Year	Increased use of English in classes	No cost
6. Integrate technology for language enrichment	- Online language courses (e.g., self-paced modules) - Listening practice using videos and podcasts	Teachers, ICT Coordinator	Months 3–10	Increased engagement and skills improvement	Internet access
7. Encourage collaboration and mentoring	- Language mentoring (proficient teachers support others) - Demo teaching with focus on English use	Master Teachers, Teachers	Months 4–10	Improved instructional English	No cost
8. Evaluate progress and sustainability	- Post-assessment test - Reflection and feedback session	School Head, Teachers	Month 11–12	Measurable proficiency gains	Printing, evaluation tools

Expected Outcomes

1. Teachers demonstrate improved fluency, accuracy, and confidence in English.
2. More effective English-medium instruction across learning areas.
3. Improved written communication in lesson plans, reports, and official documents.
4. Sustained culture of professional language development in school.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter provides details about the summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. 34.90% of the teachers have units in MA, while more than half or 77.08% of the elementary teachers do not have designation. In addition, 100.00% of the elementary teachers have outstanding rating.
2. Self-awareness (M=42.28), motivating oneself (M=39.65) and empathy (M=37.18) were considered as strength of the elementary teachers, while managing emotions (M=33.47) and social skills (M=32.65) require further attention.
3. 81.25% of the elementary teachers have very satisfactory rating in English proficiency.
4. Relationship between educational attainment and language proficiency garnered an X^2 of 69.96 and p value of 0.0432. In addition, relationship of designation and language proficiency recorded an X^2 of 53.15 and p value of 0.0317. Also, performance rating and language proficiency has an r value of v and p value of 0.0281.

5. The relationship between emotional intelligence and language proficiency of elementary teachers marked an r-value of 0.5283 and p-value of 0.0317.

6. An enrichment plan is proposed based on the findings of the study.

Conclusions

The following were the conclusions based on the summary:

1. Respondents are considering pursuing higher education for their profession. Furthermore, only a few individuals were given the opportunity to handle related designations due to removal of administrative tasks to teachers. Nonetheless, they have the necessary competence to work effectively as classroom teachers.
2. Elementary teachers know themselves well and they know how to handle their emotions and motivate themselves. On one point, they need to consider their social skills for further improvement.
3. Teachers have the skills and knowledge to be proficient in the English language, as evidenced in their rating.
4. Designation, educational attainment and the performance rating are significantly correlated with English language proficiency of elementary teachers.
5. Emotional intelligence of elementary teachers is significantly correlated with English language proficiency.
6. The proposed enrichment plan aims to improve further the English language proficiency of the respondents.

Recommendations

The following were the recommendations of the study:

1. School heads may discuss with teachers the value of higher education in their careers in order to urge others to enroll in graduate school. Designations may be cycled every two years to provide others the opportunity to be leaders.
2. Teachers may consider working with different groups of teachers so they can further improve their social skills.
3. Teachers' strong language proficiency can be maximized by establishing measures that help students improve their language skills, such as an English only policy day in school.
4. Other teachers may be given the opportunity to manage the department or handle allowable designations as a means of improving their English language skills. Furthermore, top techniques in teaching can be shared with one another to help others improve their performance rating.
5. English language teachers may use their understanding of their own selves to know their weaknesses and strengths in language proficiency and make a plan to improve it.
6. The proposed enhancement plan may be included in professional development of teachers and be implemented as part of learning action cells.
7. Future researchers may dwell on determining the factors that affect the English language proficiency of teachers.

REFERENCES

- [1.] Abdalgane, M. et al. (2025). Exploring the Impact of Emotional Intelligence on Language Proficiency, Engagement, and Motivation in University-Level ESP Classrooms. *International Journal of Learning, Teaching and Educational Research*, 24(12)
- [2.] Akinlua, S. (2019). *Comparing and Contrasting Descriptive Designs: Observational Studies, Correlational Research Developmental Design and Survey Research*. Researchgate.
- [3.] Albrecht, K. (2004). Social intelligence theory. Retrieved from <https://karlalbrecht.com/siprofile/siprofiletheory.htm>
- [4.] Ashkanasy N. M., Daus C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *J. Organiz. Behav.* 26, 441–452. 10.1002/job.320
- [5.] Ashley, G. and Palmon, R. (2012). Self-awareness and the evolution of leaders: The need for a better measure of self-awareness. *Journal of Behavioral and Applied Management*, 14:2-17
- [6.] Bouton, B. (2016). Empathy research and teacher preparation: Benefits and obstacles. *SRATE Journal*, 25(2), 16-25.
- [7.] Carminati, L. (2021). Emotions, Emotion Management and Emotional Intelligence in the Workplace: Healthcare Professionals' Experience in Emotionally-Charged Situations.
- [8.] Caruso, D., & Salovey, P. (2004). *The Emotionally Intelligent Manager*. San Francisco, CA: Jossey-Bass.
- [9.] Capistrano, E. and Tamayo, M. (2025). *Comprehensive Literature Review of Career Progression of Teachers in the Philippines*. Philippine Normal University, Philippines.
- [10.] Cresswell, J. (2013). *Steps in Conducting a Scholarly Mixed Methods Study*. DBER Speaker Series. 48.

-
- [11.] de Lacerda, T. (2015). *Understanding leadership effectiveness in organizational settings: An integrative approach*. Researchgate.
- [12.] Drigas A. (2018). A new layered model on emotional intelligence. *Behav Sci (Basel)*. 2018;8(5). doi:10.3390/bs8050045
- [13.] Gassam, J. (2018). *Empathy: The Key To A Diverse And Inclusive Workplace*. Retrieved from <https://www.forbes.com/sites/janicegassam/2018/09/25/empathy-the-key-to-a-diverse-and-inclusive-workplace/#7bed1a0c7097>
- [14.] Goleman, D., (1995). *Emotional intelligence: why it can matter more than IQ*. London: Bloomsbury.
- [15.] Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press.
- [16.] Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26
- [17.] Harackiewicz, J. and Hulleman, C. (2009). The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest. *Social and Personality Psychology Compass*, 4(1):42 – 52
- [18.] Howell, S. (2014). Conflict Management: A Literature Review and Study. *Radiology Management*.
- [19.] Junio, N. (2024). *The Implications of Immediate Removal of Administrative Tasks of Public Schools*. Researchgate.
- [20.] Kapur, R. (2019). *Teacher Motivation: A Key Factor for School Improvement*. Researchgate.
- [21.] Liu, J. (2021). Cognitive Returns to Having Better Educated Teachers: Evidence from the China Education Panel Survey. *Journal of Intelligence*, 9
- [22.] Martirosyan, N., Hwang, E. and Wanjohi, R. (2015). Impact of English Proficiency on Academic Performance of International Students. *Journal of International Students*, 5(1)
-

-
- [23.] McGowan, K., Christenson, L.A., & Muccio, L. (2020). Collaborative professional learning: An exploration of empathy in early childhood teacher education. *Journal of Research in Childhood Education*, 35(1), 111-121. <https://doi.org/10.1080/02568543.2020.1801537>
- [24.] O'Boyle E. H., Jr., Humphrey R. H., Pollack J. M., Hawver T. H., Story P. A. (2011). The relation between emotional intelligence and job performance: a meta-analysis. *J. Organiz. Beha.* 32, 788–818. 10.1002/job.714
- [25.] Pacaña, J. and Pedriña, J. (2024). Model of Teachers' Performance in Public Schools of Panabo City, Davao del Norte, Philippines: Teacher's Performance Triad- Exploring the Nexus of Job Design, Commitment, and Satisfaction. *Asian Journal of Education and Social Studies*, 50(8)
- [26.] Pandey, A. (2021). *Teacher Performance Appraisal at School: A Critical Analysis*, Maharaja Sayajirao University of Baroda
- [27.] Pérez J. C., Petrides K. V., Furnham A. (2005). *Measuring Trait Emotional Intelligence. Emotional intelligence: An International Handbook*, ed Schulze R., Roberts R. D. (Cambridge, MA: Hogrefe & Huber;), 181–201.
- [28.] Petrides K. V., Furnham A. (2000). On the dimensional structure of emotional intelligence. *Personal. Indivi. Differ.* 29, 313–320. 10.1016/S0191-8869(99)00195-6
- [29.] Raelin, J. A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone*. San Francisco, CA: Berrett-Koehler.
- [30.] Rao, V. (2016). *Brief Study of English Language Proficiency: Employability*. Researchgate.
- [31.] Riasati, M. J., & Bagheri, M. S. (2014). Students' perception of effective teaching: A review of literature. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 6(3), 420-428.
- [32.] Salovey, P., Brackett, M. A., & Mayer, J. D. (2007). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Port Chester, NY: Dude Pub.
-

-
- [33.] Siddique, A. (2020), Teachers' Emotional Intelligence and Teaching Effectiveness: A Correlational Study. *Online - Elementary Education Online*, 19(3)
- [34.] Silalahi, R. M. (2016). English teachers' perspectives on the impact of English as a global language influencing the Indonesian educational system. *Prosiding ICTTE FKIP UNS 2015*, 1(1)
- [35.] Soliman, M. (2016). *Developing People Improves the Process*. Researchgate.
- [36.] Srivastava K. (2013). Emotional intelligence and organizational effectiveness. *Ind Psychiatry J*;22(2):97-9. doi:10.4103/0972-6748.132912
- [37.] Stakhova, O. O., Voinalovych, L. P., & Butuzova, L. P. (2023). Theoretical grounds of the development of professional and pedagogical self-awareness of future specialists. *Наукowyй вiсник Ужгородського національного унiверситету. Серiя: Психологiя*, (1),
- [38.] Suar, G. et al. (2025). English language and pedagogical competency of prospective English teachers: insights and challenges from teacher education institutes in Odisha, India. *Front. Educ.* 10:1517466. doi: 10.3389/educ.2025.151746
- [39.] Tataro, Q. et al. (2025). English Proficiency among Teacher Education Students: A Basis for an Intervention Program. *Asian Journal of Education and Social Studies*, 51(6):847-859
- [40.] Tonder, D. (2008). *The influence of administrative duties on effective classroom management in the Further Education and Training (FET) phase / Gideon Petrus van Tonder*. Researchgate.
- [41.] Vu, P. T. (2014). English in Southeast Asian countries. HAL Id: dumas-00931949
- [42.] Weisz, E., Ong, D. C., Carlson, R. W., & Zaki, J. (2020). Building empathy through motivation-based interventions. *Emotion*, 21(5), 990-999. <https://doi.org/10.1037/emo0000929>
- [43.] West, C. (2012). *A Mixed Method Sequential Explanatory Study of the Impact of Chronic Pain on Family Resilience*. Ph.D. Thesis. James Cook University.
-