
Relationship of Profile and Social Intelligence with the Work Performance of Key Stage 2 Teachers

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Abstract — The researcher sought to assess the profile, and social intelligence of Key Stage 2 teachers and their relationship with teaching performance in South Sector of Division of Pampanga during the School Year 2024-2025. The researcher focused on using the descriptive-correlational design. The respondents of the study were 147 Key Stage 2 teachers in South Sector, Division of Pampanga. They were selected randomly. The researcher used questionnaire and documentary analysis as instrument. Weighted mean, frequency and percentage, chi-square and Pearson r were applied for interpretation. Results tell that 29.25% of the teachers have 0-5 years of experience in teaching. 38.78% of them have units in MA. 38.78% of the respondents are assigned in Grade 4. In terms of social intelligence, respondents rated manipulation with a mean of 2.27 with a verbal rating of sometimes, empathy is rated as 3.36 with verbal description of Often, social irritability recorded a mean of 1.21 or hardly ever. 100.00% of the Key Stage 2 teachers have outstanding rating ranging between 4.50-5.00. The relationship between years of teaching and social intelligence of Key Stage 2 teachers accumulated an X^2 of 29.38 and p value of 0.0417. In addition, educational attainment and social intelligence recorded an X^2 of 19.39 and p-value of 0.0462 on their relationship. Also, relationship between assigned grade level and social intelligence has X^2 of 14.94 and p-value of 0.3356. Social intelligence and teaching performance of Key Stage 2 teachers recorded an r-value of 0.6238 and p value of 0.0329 in their relationship.

Keywords: profile, social intelligence, work performance, correlation

I. INTRODUCTION

Education is the biggest sector in most of the countries. With this, it is expected that they will also have a huge number of man power and human resource that will need to work together in order to attain the goals of the school.

The biggest human resource of the schools are the teachers. They are the ones in charge with the delivery of the curriculum to the learners, their primary goal is to facilitate teaching-learning process. However, it cannot be denied that the works of the teachers do not end in the classroom alone. They also need to accomplish other tasks such as projects and programs of the school that they need to do within a group. This is where social intelligence comes in.

A person's level of social intelligence is one of the most important factors that defines how successful they will be in life, particularly in their activities that include their relationships with other people. This achievement is reflected in their personality, as they grow more self-assured in their talents, more resilient, and have a positive self-concept (Abdul-Raouf, 2018).

There are two fundamental problems that need to be solved before it is feasible to think productively about any category within any field of knowledge, and consequently, before it is possible to think meaningfully about the category of social intelligence. These topics include the conceptualization and operationalization of social intelligence, which is the theoretical formulation and verification of the technique and the tool for detecting and measuring social intelligence (Frankovsky et al., 2012).

Discussions about social intelligence are connected to a much broader topic about the difficulties of defining intelligence in general. This conversation is taking place within the context of a much larger conversation. On the basis of the findings that were obtained from the responses to questions concerning how you conceptualize the idea of intelligence and how to investigate it, as well as the opinions of Ruisel (2004), it was pointed out that there is a clear diffusion in understanding the concept of intelligence also within the professional community of psychologists. According to the findings, there is a clear diffusion in understanding the concept of intelligence. It is because of the concepts that intelligence¹ is a property of intellect, that it is an independent and

separate attribute, and that it accurately mimics the process of logical operations, as stated by Ruiseil (2004). This is the reason why this is the case.

People have been considering the existence of social intelligence ever since the 1920s, within the context of thinking about the autonomous parts of intelligence. This discussion has been going on for quite some time. Thorndike (1920) defined social intelligence as the ability to comprehend and exert control over other individuals, as well as the ability to act in a prudent manner when developing relationships with other people. The level of social intelligence possessed by an individual is one of the genuine traits that they possess. Despite the fact that this is the case, there are a few obstacles that come up when attempting to define it in a more specific manner (Silvera, Martinussen, & Dahl, 2001).

Gardner's (1983) viewpoint, which states that it is impossible to consider only a single intelligence but that it is required to identify the distinct forms of intelligence, is another piece of evidence that lends support to the idea that social intelligence does exist. In this sense, Orosova and Gajdosova (2009) highlight the capacity of an individual to comprehend the emotions, thoughts, and actions of other individuals in addition to their own, and to act in a manner that is consistent with this comprehension. If the level of these human abilities is low, it may lead to difficulties in the connections humans have with one another. In order for an individual to develop socially intelligent behavior, it is necessary for them to increase their self-reflection, reflection of social processes, reflection of the subjective sense and interpretation of behavior, and training in social skills.

In their description of the notion of social intelligence, Abdulrahman and Abdullah (2007) included the capacity to grasp others, interact with them, and behave correctly in a range of social situations. This ability is included in the concept of social intelligence. For the purpose of expressing an individual's aptitude to interact with other people in a productive manner, social intelligence serves as an expression. In situations where this link is weak, an individual is more likely to be affected by social, psychological, and personal disorders. There is a strong belief that it serves as a key link between the practical life of an individual and their scientific life, and the strength of this relationship is what makes the individual vulnerable. When it comes to the process of establishing a cohesive society, engaging with other people, and accepting them, social

intelligence is a vital component that must be present. In addition to this, it plays a significant part in defining the degree of success that an individual achieves in their social lifestyle environment. It is of vital value to have a full understanding of the degree to which female pupils possess social intelligence. The reason for this is that the achievement of a person serves as the basis for the prosperity of society as a whole. The research conducted by Kriemeen and Hajaia (2017) demonstrated that social intelligence is linked to a wide range of skills, one of which is the capacity to engage in conversation and exchange information with other individuals. It is necessary to have a specific organization and a high level of capabilities in order to possess these skills.

Dedication is absolutely necessary for achieving social intelligence, without a shadow of a doubt. In order for individuals to exhibit a commitment to social responsibility that is in accordance with societal standards, it is required for members of society to demonstrate that they have a better understanding of the environment in which they live and that they are able to respond correctly to it. People are said to have an informational social effect when they follow the behaviors and ideas of other people because they believe that they have the appropriate knowledge to do so. This kind of impact is referred to as an informational social effect. There is also a type of influence that is referred to as customary social influence. This type of influence is distinguished by the fact that it encourages an individual to conform to the expectations of a group in order to obtain the acceptance, agreement, and approval of the group (Al-Anani, 2011).

Additionally, in order to satisfy social standards, one must possess a high degree of social personal intelligence. This implies that in order for an individual to have access to this level of social responsibility, they are obligated to conform to social standards, which include things like conventions, traditions, and social values. According to Passer and Ronald (2001), an increase in the amount of social responsibility has an effect on the commitment of individuals to keep up with the social system.

This concept has been the subject of a great deal of attention, both theoretically and experimentally, from researchers and scientists. As a result, there are a variety of definitions of social personal intelligence, including the following: Gardner (1993) defines social personal intelligence as the ability to understand others' feelings, motives, interests, moods, feelings, and intentions and to differentiate between them. Some of the individuals who have demonstrated

leadership abilities include educators, politicians, sociologists, successful leaders and administrators, educators, businessmen, and clerics. According to Wawra (2009), social intelligence can be defined as a collection of talents that differentiates a person with the ability to communicate effectively with other people. The ability to understand other people and how they behave in social situations is what Silvera et al. (Silvera, 2001) define as social intelligence. He has come to the conclusion that this notion encompasses three dimensions: social information processing, social skills, and social awareness. This intelligence includes actively interacting with a person or group of people in a normal or logical manner. Sollers (2006) also defines social personal intelligence as the ability to think and understand another person.

Ali (2008) carried out research with the purpose of determining the nature of the relationship between personal (self-social) intelligence and both social skills and professional leanings, as well as the differences in these variables that arise as a result of the different specializations that female secondary school students choose to pursue. In total, there were 650 female high school students included in the study's sample. The Multiple Intelligence Scale (Midas), the Professional Orientation Scale, and the Social Skills Scale were all components of the research instrument in question. The findings of the study showed that there is a statistically significant positive correlation between personal intelligence (social - self) and social skills. Additionally, there is a statistically significant negative correlation between social personal intelligence and both desktop and cellular tendencies. Furthermore, there is a positive and statistically significant correlation between social personal intelligence and a tendency to communicate with other people. Finally, there was no significant correlation between social skills and social intelligence.

Through the use of descriptive research, Ebrahimpoora, Zahedb, and Elyasic (2013) explored the correlations that exist between the many dimensions of social intelligence, social skills, social information processing, social awareness, and social desirability of organizational performance. A total of around 164 individuals were chosen at random to participate in this study. The population consisted of all of the experts, assistants, and managers working for regional water firms in the Ardabil province. Based on the findings, it was determined that social skills, social information processing, social awareness, and the social desirability of enhancing organizational

performance were the most significant factors in social information processing. On the other hand, social awareness and social skills were shown to have a secondary role in improving performance.

A study conducted by Eketu and Ogbu (2015) investigated the connection between social intelligence and the intention of employees to remain in their current positions within the hotel business. This research makes use of a survey that is cross-sectional. Ten hotels in Port Harcourt were chosen at random from among the 159 hotels that were registered with the Rivers State Ministry of Industry and Commerce. A total of 142 questionnaires that may be used were distributed to these hotels. Based on the findings, it can be concluded that there exists a favorable correlation between social intelligence and the intention of employees to remain in their careers. As a result of the findings, the recommendations that are listed below were developed. The owners of hotels should encourage their employees by sending them to training, seminars, conferences, and workshops in order to reduce employee turnover. Hotel workers should be encouraged by a method of recognizing talented employees and rewarding them for a job well done. Supervisors should be up and doing in their assignment by assisting other new employees in effectively carrying out their functions.

A different study was conducted by Lathesh and Vidya (2018), in which they investigated the influence of social intelligence on the performance of employees as well as the impact of social intelligence on various age groups. There were seven different types of variability that were used to assess this. A total of four distinct factors were utilized in order to assess social intelligence. These dimensions included self-awareness, the skill of reading people, the ability to handle conflict, and relationship management. Similarly, the nature of the work, the flexibility of the task, and the motivation of the employees were used to evaluate the performance of the employees. At the time of the discovery, the sample size was fifty. Based on the findings, it was shown that individuals who possess a high level of social intelligence are able to incorporate new abilities into their work and can be more effective in their performance. Additionally, it was discovered that the impact of social intelligence does not vary depending on the age range being considered.

Kolloor and Seifollahi (2018) investigate the impact that business intelligence has on the inventive performance of workers at Moghan Agro-Industrial & Livestock Company (MAILC) in the year 2014. The population of the study consisted of 450 personnel hired by MAILC; however,

according to the Morgan table, only 205 of those people were chosen for the study. In this investigation, two standard questionnaires were utilized to assess social intelligence and inventive performance. The reliability of these questionnaires was validated through the application of Cronbach's alpha test. SPSS was utilized in order to carry out the analysis of the data. We initially performed the Kolmogorov test to examine the normality of the data before testing the hypotheses. The results of the test indicated that the data were normal, thus we were able to proceed with testing the hypotheses. This was demonstrated by the findings of the linear regression test, which indicated that social intelligence had a considerable impact on inventive performance. As a consequence of the testing of the sub-hypotheses, it was discovered that each of the four aspects of social intelligence—namely, social skills, social awareness, data processing, and social desirability—has a considerable impact on inventive performance.

Teachers' competence in doing their job in schools is usually full of challenges. Some of the vast hindrances can frustratingly appear intractable. In spite of efforts for changes, the government's regular reviews and continuous calls for change, progress in addressing the most various challenges is often slow and solutions continue to elude the system.

Competent teachers are very important for student learning (Kola, Sunday & Avinde, 2015). In fact, there are a lot of study on that focused on how to become an effective teacher as reflected in their performance.

In determining the competence of the teachers, performance appraisal comes in. It is measured based on the record accomplishment done at the end of the rating period or if the teacher can do effectively and efficiently the tasks assigned to them. In case of the non-major kindergarten teachers, they are being assessed if they can do the same tasks that the kindergarten majors are doing. Bernardin (2007) highlighted that it can be measured based on the record of outcomes produced as specified job functions or activities during a specified time period. The assessment of competence must be objective and should follow a systematic way of evaluation.

Despite these ideas and concepts on the specialization of the teachers, there are still classroom teachers who are in the situation of teaching pupils or students that they are not used to do because it is different from their orientations. McConney and Price (2009) stated that there is an existing issue in the academe wherein there are teachers who were given teaching assignments

that is different from what they are trained to teach. This is caused by different factors such as the availability of the most qualified teacher during the selection and hiring process.

The same idea was encapsulated by Ezeudu and Utazi (2014) when they cited that the orientation of the teachers and their trainings depend upon their specialization in teaching. What teachers can give is primarily based on what they have acquired during their stay in their respective institutions in their undergraduate programs. Rice (2010) underscored that the training and experience that the teachers had during these times will have strong impact on the first few years of teaching. Elementary teachers are sent to the elementary schools to give them idea how to handle toddlers, while teachers in secondary like the English language teachers are sent to secondary schools to handle adolescent students.

The breadth and depth of the literature presented tells that social intelligence is not a new construct but it is one of the least explored topics. Even though there are studies presented about social intelligence, it can be seen that most of these are on students or in the business and other sectors. With this, there are limited information or studies about the profile, social intelligence and their relationship with teaching performance of Key Stage 2 teachers.

Conceptual Framework

The capsulized presentation of the study was presented in Figure 1 through IPO model.

The input had data on the profile of the Key Stage 2 teachers including their years of teaching, highest educational attainment, and assigned grade level. Also, the social intelligence was measured based on manipulation, empathy, and social irritability. The teaching performance was requested through IPCRF.

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

The output was the proposed social intelligence improvement plan.

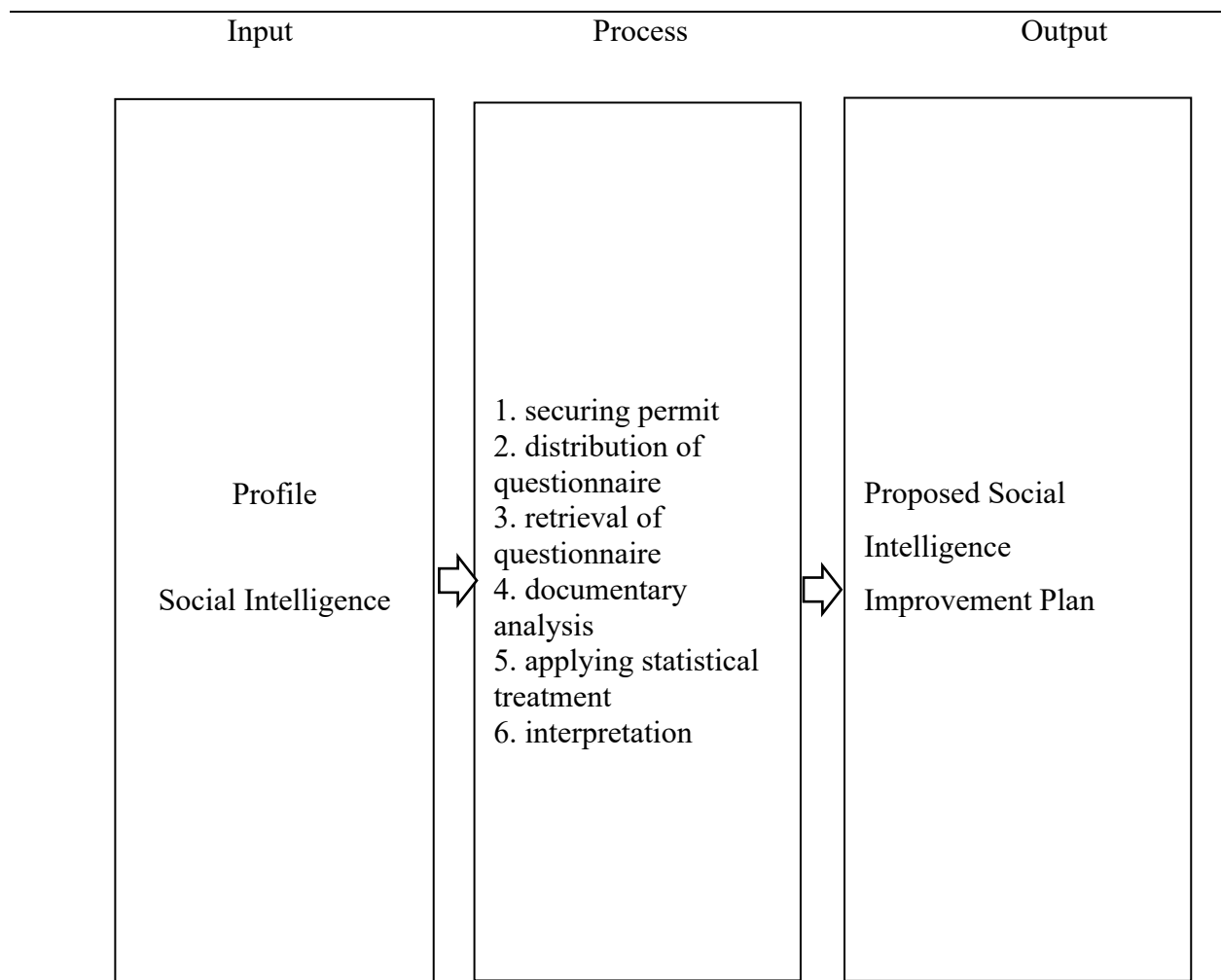


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher sought to assess the profile, and social intelligence of Key Stage 2 teachers and their relationship with teaching performance in South Sector of Division of Pampanga during the School Year 2024-2025.

Specifically, this study aimed to answer the following questions.

1. How may the profile of the Key Stage 2 teachers be described along the following parameters:

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- 1.1 years of teaching,
 - 1.2 highest educational attainment, and
 - 1.3 assigned grade level?
2. How may the social intelligence of the Key Stage 2 teachers be described considering the following parameters:
- 2.1 Manipulation,
 - 2.2 Empathy, and
 - 2.3 Social irritability?
3. How may the teaching performance of Key Stage 2 teachers be described based on their IPCR?
4. Is there a significant relationship between the profile and social intelligence of Key Stage 2 teachers?
5. Is there a significant relationship between the social intelligence and teaching performance of Key Stage 2 teachers?
6. Based on the findings, what social intelligence improvement plan may be proposed?

Hypotheses

The following were the null hypotheses:

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

Significance of the Study

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

School Administrators. The study will be of great help to the school administrators by having a concrete data about the profile and social intelligence of their Key Stage 2 teachers. Having these data will help them in crafting a plan or program that will help in improving the relationship of everyone with each other, which will be of great help in leadership and management of school.

Teachers. The study will serve as a reflection for Key Stage 2 teachers about their social intelligence. With this, they may be able to know on what to focus and what to improve on their social intelligence.

Students. The students will benefit directly from their teachers. When they have teachers who have a good relationship with each other. They may have a better chance of getting a learning experience that is collaboratively prepared by the teachers.

Future Researchers. The findings of this study may categorically be considered as underpinnings for future studies. In addition, the study may also be used as reference for future researcher who will have studies about the same topic.

Scope and Delimitation

The study was conducted in South Sector of Division of Pampanga during the School Year 2024-2025. From this, the Key Stage 2 teachers in the sector were requested as the respondents.

For this study, the profile of the Key Stage 2 teachers was described considering years of teaching AP, highest educational attainment, and assigned grade level. The social intelligence focused on manipulation, empathy, and social irritability. The teaching performance was based on IPCRF.

Definition of Terms

The following terms were defined for better understanding:

Profile deals with years of teaching AP, highest educational attainment, assigned grade level, and teaching performance.

Social intelligence refers to the ability to understand and interact with others, interpret and adapt their behaviors, in order to achieve self and social benefit (Al-Janabi, 2019).

Teaching Performance. It deals with the rating from classroom and non-classroom observable indicators of teachers in their IPCRF.

II. METHODOLOGY

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

Research Design

The researcher focused on using quantitative method of research. It is a method that puts premium on collecting data that are quantifiable or can be measured by numbers and figures. The use of quantitative method is mostly suited when the researcher aims to have a concrete measurement of the phenomenon under investigation. According to Apuke (2017), quantitative method deals with providing an exact measure of the variables that are presented. It solicits data from large number of respondents and the data will be interpreted using numbers and figures through mathematical computation or statistics.

The researcher primarily selected the descriptive-correlational design among the types of quantitative method. Hall (2018) underscored that correlational research aims to examine the relationship between variables. This means that there must be more than one variable to be examined in correlational study. This type of research is mostly used for making predictions.

Using this, it means that the researcher needs to examine the variables first before the relationship will be measured. This suited the goal of the study which is to assess the profile, and social intelligence of Key Stage 2 teachers and their relationship with teaching performance in South Sector of Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

The respondents of the study were the Key Stage 2 in South Sector of the Division of Pampanga. For a richer data, the researcher considered sample size. This means that the researcher applied universal sampling technique. This is a type of sampling that puts premium on giving chance to everyone in the population to participate in data gathering. Through this, a more accurate result is possible. Furthermore, the sampling helped the researcher to lessen bias in selection.

TABLE 1
RESPONDENTS OF THE STUDY

Districts	Frequency	Percentage
District A	17	11.56
District B	19	12.93
District C	17	11.56
District D	16	10.88
District E	21	14.29
District F	20	13.61
District G	18	12.24
District H	19	12.93
Total	147	100.00

It can be seen from the illustration that there were 147 Key Stage 2 teachers who were requested to be the respondents of the study. These teachers came from eight districts of the sector.

Research Instruments

The major instrument used in gathering the data were questionnaires. The researcher used the questionnaire of Frankovsky and Birknerova (2014) about social intelligence. It is a tool that was subjected to factorial analysis as well as reliability check through Cronbach Alpha.

Part I dealt on the assessment of the teachers' profile.

Part II revealed the social intelligence based on manipulation, empathy, and social irritability.

The performance of teachers was based on their IPCRF rating.

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.

The researcher used online platform to get responses from the respondents. Data collection was done online and lasted for four weeks.

Ethical Considerations

The study also considered the compliance on ethical standards. The first consideration in ethics of research was to inform those who were involved on the part of the study including the higher authorities through formal letter.

Still, before the data gathering, the researcher gave explanations regarding the purpose of the study and the implications on the job of the teachers. Each teacher was allowed to answer once and the participation was on voluntary basis only. Teachers received no sanction nor award for participating.

In addition, the researcher ensured that identity of the respondents was protected by making the name optional and by giving codes to the respondents of the study. Lastly, the researcher did not divulge any information that would pin point the respondents and used everything in this study for the purpose of the research only.

Statistical Treatment of Data

The following statistical treatment were applied for interpretation:

1. Frequency and percentage was utilized in the study to summarize the profile of the teachers
2. Weighted mean, to assess the social intelligence

Scale	Mean Range	Description
4	3.50-4.00	Very Often
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	0.50-1.49	Hardly Ever
0	0.00-0.49	Never

3. Pearson R and chi square, to measure the 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 Key Stage 2 Teachers

The profile of Key Stage 2 teachers was described in terms of years of teaching, highest educational attainment, assigned grade level and teaching performance.

It can be seen from Table 2 that 29.25% of the teachers have 0-5 years of experience in teaching. This denotes that majority of the teachers are new in the service or newly hired. Another information presented is that there were 10.20% who have 11-15 years of experience in teaching.

The results indicate that teachers of Key Stage 2 are combination of newly hired, seasoned and those who are starting to progress in their teaching career. According to Mufidah et al. (2021), the number of years that a teacher has spent in the classroom or the amount of experience that they have accumulated in the process of teaching a certain subject matter is extremely important for their professional development. It is assumed that those who have accumulated a great deal of experience will have a greater ability to master the subject matter. Furthermore, it is envisaged that they will be more proficient in the application of a variety of different tactics that they can employ in the delivery of instructions to their students.

TABLE 2
SUMMARY OF TEACHING EXPERIENCE

Year Range	Frequency	Percentage
0-5	43	29.25
6-10	37	25.17
11-15	16	10.88
16-20	18	12.24
21-25	18	12.24
26 and above	15	10.20
Total	147	100.00

Another part of the profile is the highest educational attainment. It is reflected that 38.78% of them have units in MA, while there were 5.44% who attained CAR in EdD/PhD. According to the table, instructors place a larger value on achieving a higher level of education. Teachers enroll themselves in graduate schools for a variety of reasons, including the pursuit of knowledge and the desire to further their careers in education. Taking into consideration the guidelines for the promotion of teachers that are Expanded Career Progression for Teachers, an individual who has attained a higher level of education will receive a higher number of points for promotion.

TABLE 3
SUMMARY OF HIGHEST EDUCATIONAL ATTAINMENT

Highest Educational Attainment	Frequency	Percentage
BS Degree	14	9.52
BS Degree with MA units	57	38.78
MA CAR	44	29.93
MA Degree	11	7.48
MA Degree with EdD/PhD units	13	8.84
EdD/PhD CAR	8	5.44
Total	147	100.00

Table 4 reflects that the teachers are distributed in three grade levels. 38.78% of the respondents are assigned in Grade 4, while 29.25% of them are in Grade 5. The decrease in the survival rate of schools is the underlying cause of the shift in the number of instructors who work at higher grade levels. As the pupils go from one grade level to the next, the number of students who are able to complete the basic education curriculum falls.

Teachers are assigned to the grade level in which they are most needed and where their experience is the most appropriate, according to Potane et al. (2024). That being said, the number of teachers that are required will be contingent upon the number of students that are enrolled in the institution.

TABLE 4
SUMMARY OF ASSIGNED GRADE LEVEL

Grade Level	Frequency	Percentage
4	57	38.78
5	43	29.25
6	47	31.97
Total	147	100.00

2. Social Intelligence of Key Stage 2 Teachers

The social intelligence of Key Stage 2 teachers is captured based on manipulation, empathy and social irritability.

Table 5 shows that respondents rated manipulation with a mean of 2.27 (SD=0.65) or Sometimes. The same table tells that that fifth indicator “I am able to persuade others to do almost anything” recorded the highest mean of 2.39 (SD=0.62), while fifth indicator “I know how to use the lives of others for my own benefit” listed a mean of 2.21 (SD=0.70.). Still, all of the items are rated sometimes.

According to the findings, it is not the case that Key Stage 2 teachers are constantly subjected to manipulation. This implies that they do not possess the abilities necessary to influence the actions of other people in a way that would be beneficial to themselves. The outcome is based on the empathy and understanding that teachers have for their students. The act of manipulating individuals for the sole purpose of achieving their own self-interest is something that people do not wish to do (Lelkova & Larincova, 2017). Teachers are aware that it will be more beneficial if everyone will freely work for the benefit of everyone.

TABLE 5
ASSESSMENT OF SOCIAL INTELLIGENCE IN TERMS OF MANIPULATION

Indicators	Mean	SD	Description
1. I am able to persuade others to do almost anything.	2.39	0.62	Sometimes
2. Using others for my own benefit pleases me.	2.32	0.61	Sometimes
3. I can use my behavior to persuade people to do for me what I want.	2.31	0.69	Sometimes
4. If I want, I know how to use others for my own benefit.	2.30	0.67	Sometimes
5. I know how to use the lives of others for my own benefit.	2.21	0.70	Sometimes
6. I use others for my own benefit	2.29	0.68	Sometimes
7. I know how to persuade others to take my side	2.27	0.67	Sometimes
Grand Mean	2.27	0.65	Sometimes

Legend:

3.50-4.00	Very Often
2.50-3.49	Often
1.50-2.49	Sometimes
0.50-1.49	Hardly Ever
0.00-0.49	Never

It can be seen from Table 6 that empathy is rated as 3.36 (SD=0.41) with verbal description of Often. It can also be seen that the highest mean of 3.41 (SD=0.38) is given to the first indicator “I can guess how to adapt to new people”, while the lowest mean of 3.33 (SD=0.39) is on the second indicator “I am able to guess the wishes of others”.

The data presents that Key Stage 2 teachers are able to recognize the intentions, feelings, and weaknesses of other people. They are able to adjust to new individuals, make educated guesses about what those individuals want, and then provide it for them. The context of definitions provides a characterization of empathy, as expressed by Ampofo et al. (2025). They mentioned that teachers really have empathy for other people because they always practice it with their students. They always give chance to their students if they are not able to comply with requirement that they need to submit. With this, it is already part of their nature to show empathy.

TABLE 6
ASSESSMENT OF SOCIAL INTELLIGENCE IN TERMS OF EMPATHY

Indicators	Mean	SD	Description
1. I can guess how to adapt to new people.	3.41	0.38	Often
2. I am able to guess the wishes of others	3.33	0.39	Often
3. I am able to recognize the wishes of others.	3.36	0.42	Often
4. I know how to act in accordance with the feelings of others	3.34	0.43	Often

5. I am able to guess the feelings of others even when they do not want to show them.	3.39	0.39	Often
6. I can guess the weaknesses of others.	3.36	0.42	Often
7. In contact with other people I can recognize their intention.	3.35	0.43	Often
Grand Mean	3.36	0.41	Often

Legend:

3.50-4.00	Very Often
2.50-3.49	Often
1.50-2.49	Sometimes
0.50-1.49	Hardly Ever
0.00-0.49	Never

Lastly, social intelligence also includes social irritability which recorded a mean of 1.21 (SD=0.34) or hardly ever. A closer look on the table will tell that indicator “Weaknesses of others baffle me” listed the highest mean of 1.24 (SD=0.32) or hardly ever. On the contrary, lowest mean of 1.18 (SD=0.38) is found on indicator “I feel uncomfortable when I have to adapt to new people”.

The data underscores that Key Stage 2 teachers are not nervous in contact with other people. They do not have any trouble adapting to the presence of other people, and the feelings of other people do not leave them perplexed in the slightest. This indicates that they are capable of forming positive relationships with other individuals and working with them as a team (Aryani et al., 2024).

TABLE 7
ASSESSMENT OF SOCIAL INTELLIGENCE IN TERMS OF SOCIAL IRRITABILITY

Indicators	Mean	SD	Description
1. Contact with others makes me nervous.	1.21	0.34	Hardly Ever
2. Feelings of others baffle me.	1.19	0.40	Hardly Ever
3. I feel uncomfortable when I have to adapt to new people	1.18	0.38	Hardly Ever
4. Weaknesses of others baffle me.	1.24	0.32	Hardly Ever
5. I feel uneasy when I have to adapt to new people.	1.22	0.33	Hardly Ever
6. Wishes of others make me nervous.	1.22	0.34	Hardly Ever
7. People who are willing to do anything for me make me nervous.	1.21	0.33	Hardly Ever
Grand Mean	1.21	0.34	Hardly Ever

Legend:

3.50-4.00	Very Often
2.50-3.49	Often
1.50-2.49	Sometimes
0.50-1.49	Hardly Ever
0.00-0.49	Never

3. Teaching Performance of Key Stage 2 Teachers

Another variable of the study is the performance rating wherein 100.00% of the Key Stage 2 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 of teachers is based on the evidence and preparations that the teachers made before to the actual evaluation. Teachers are well-informed about the expectations placed on them, including what evidence they must prepare and how they will be evaluated during classroom observations and assessment of evidences.

Neri et al. (2025) argue that teachers' performance should be measured by their ability to effectively instruct students in the classroom. That being said, it is evident that educators' obligations extend beyond the classroom. In addition, they must carry out administrative obligations and incorporate activities related with community participation.

According to Fatima et al. (2025), the quality of the work that is done by instructors is an indication of the degree to which they are able to teach the lessons of the curriculum in accordance with the standards that have been defined. Those persons who have higher ratings display a greater level of proficiency compared to those who have lower ratings. Despite this, there is no way to deny the fact that there are behaviors that cannot be quantified by numerical numbers. Examples of these behaviors include the affection that parents feel for their children and the compassion that is demonstrated to pupils.

TABLE 8
SUMMARY OF PERFORMANCE RATING

Performance Rating	Frequency	Percentage
Outstanding	147	100.00
Total	147	100.00

4. Relationship between Profile and Social Intelligence of Key Stage 2 Teachers

The next target of the study was to determine the relationship between profile and social intelligence of Key Stage 2 teachers.

Table 10 shows that the relationship between years of teaching and social intelligence of Key Stage 2 teachers accumulated an X^2 of 29.38 and p value of 0.0417. This means that the relationship is statistically significant.

Another information presented is that educational attainment and social intelligence recorded an X^2 of 19.39 and p-value of 0.0462 which indicates that the relationship is statistically significant.

Also, relationship between assigned grade level and social intelligence has X^2 of 14.94 and p-value of 0.3356, which helps the researcher failed to reject the null hypothesis. It tells that there is no significant relationship between assigned grade level and social intelligence of Key Stage 2 teachers.

Alramahi and Alsmadi (2023) underscored that social intelligence plays a crucial role in the life of an individual. It helps in their growth and development as a person as well as a part of a group or team. Teachers are expected to always work in team in school because they are in large organizations. Their social intelligence is affected by the years that they have in work as well as with all of the learnings that they acquire in schools.

TABLE 9
RELATIONSHIP ANALYSIS OF PROFILE AND SOCIAL INTELLIGENCE

Variables	X^2	p-value	Decision
Years of Teaching and Social Intelligence	29.38	0.0417	Reject Null
Educational Attainment and Social Intelligence	19.39	0.0462	Reject Null
Assigned Grade Level and Social Intelligence	14.94	0.3356	Accept Null

5. Relationship between Social Intelligence and Teaching Performance of Key Stage 2 Teachers

The study also dwelt on determining the relationship between social intelligence and teaching performance of the respondents.

Table 10 shows that social intelligence and teaching performance of Key Stage 2 teachers recorded an r -value of 0.6238 and p value of 0.0329. The data is enough for the researcher to reject the null hypothesis and claim that there social intelligence is significantly correlated with teaching performance of Key Stage 2 teachers. The positive relationship tells that the higher the social intelligence, the higher the teaching performance will be.

The concept that teachers' social intelligence is a product of their interactions with others was proposed by Compendio (2020). The amount of experience that teachers have in the classroom and the rating that they receive for their performance are both the result of the combined efforts of the instructors themselves and their colleagues. They are able to utilize them in their classrooms, and they assist teachers to have ideas to share with their colleagues in times of need, which helps them to develop their social intelligence. Those who have more experiences in teaching are able to apply them in their learning environments.

TABLE 10
PEARSON ANALYSIS OF VARIABLES

Variables	<i>r- value</i>	<i>p-value</i>	Decision
Social Intelligence and Teaching Performance	0.6238	0.032	Reject Null

6. Proposed Social Intelligence Improvement Plan

This result of the study was used to come up with social intelligence improvement plan.

Goal: To enhance teachers' social intelligence by promoting ethical interaction, empathy, and emotional regulation in the school workplace.

Key Result Area	Objectives	Programs /Activities	Strategies	Persons Involved	Time Frame	Resources Needed	Success Indicators
1. Manipulation (Ethical Social Influence)	Minimize manipulative behaviors and promote honest, ethical communication among teachers	- Seminar on Ethical Communication and Professional Integrity - Workshop on Assertive Communication - Role-playing and case analysis on ethical decision-making - Reflective journaling	Values formation Awareness-building Peer coaching	School Head Guidance Counselor Teachers	1st Quarter	Training materials Venue ₱3,000	- Increased awareness of ethical behavior - Reduced interpersonal conflicts - Positive peer feedback
2. Empathy (Emotional Awareness and Understanding)	Strengthen teachers' capacity to understand and respond appropriately to the	- Empathy-building workshop ("Walking in Others' Shoes") - Sharing circles and	Experiential learning Reflective dialogue Collaborative	Master Teachers Guidance Counselor	2nd Quarter	Audio-visual aids Handouts ₱4,000	- Improved teacher-student and teacher-peer relationships - Increased

Key Result Area	Objectives	Programs /Activities	Strategies	Persons Involved	Time Frame	Resources Needed	Success Indicators
	emotions of others	reflective discussions • Case studies on classroom and workplace situations • Community or outreach activities	engagement	Teachers			empathy survey ratings
3. Social Irritability (Emotional Regulation and Self-Control)	Reduce irritability and improve emotional regulation during stressful situations	- Stress management and mindfulness sessions - Seminar on emotional intelligence and anger management - Relaxation techniques and breathing exercises - Time and workload management	Mindfulness practice Self-regulation technique Support-group approach	School Head Mental Health Advocate Teachers	3rd Quarter	Wellness materials Resource speaker ₱5,000	- Reduced emotional outbursts - Improved stress management and emotional control

Key Result Area	Objectives	Programs /Activities	Strategies	Persons Involved	Time Frame	Resources Needed	Success Indicators
		nt workshop					
4. Monitoring, Evaluation, and Sustainability	Assess effectiveness and sustain gains in social intelligence	• Pre- and post-social intelligence assessment • Reflection and feedback sessions • Integration into INSET and mentoring programs	• Continuous monitoring • Mentoring system	School Head Teachers	4th Quarter	Evaluation tools ₱2,000	• Improved post-assessment results • Sustained implementation of initiatives

EXPECTED OUTCOMES

- Improved ethical and respectful communication
- Stronger empathy and collaboration among teachers
- Reduced irritability and healthier emotional responses
- A more positive and supportive school environment

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. 29.25% of the teachers have 0-5 years of experience in teaching. 38.78% of them have units in MA. 38.78% of the respondents are assigned in Grade 4.
2. In terms of social intelligence, respondents rated manipulation with a mean of 2.27 with a verbal rating of sometimes, empathy is rated as 3.36 with verbal description of Often, social irritability recorded a mean of 1.21 or hardly ever.
3. 100.00% of the Key Stage 2 teachers have outstanding rating ranging between 4.50-5.00.
4. The relationship between years of teaching and social intelligence of Key Stage 2 teachers accumulated an X^2 of 29.38 and p value of 0.0417. In addition, educational attainment and social intelligence recorded an X^2 of 19.39 and p-value of 0.0462 on their relationship. Also, relationship between assigned grade level and social intelligence has X^2 of 14.94 and p-value of 0.3356.
5. Social intelligence and teaching performance of Key Stage 2 teachers recorded an r-value of 0.6238 and p value of 0.0329 in their relationship.
6. A social intelligence improvement plan is proposed based on the findings of the study.

Conclusions

The following were the conclusions formed based on summary of findings:

1. Majority of the teaching force of Key Stage 2 are neophyte in service and scattered on different grade levels, but they put premium on attaining higher education attainment.
2. Key Stage 2 teachers do not engage in manipulation of people. In addition, they are able to recognize the intentions, feelings, and weaknesses of other people. Lastly, they are not affected negatively by the people around them.
3. Key Stage 2 teachers performed beyond minimum expectations. However, they still have indicators that can be improved because they have not attained yet an outstanding rating on all of the indicators.
4. Years of teaching, and educational attainment are significantly correlated with social intelligence. This indicates that when years of teaching and educational attainment increases, the social intelligence will also improve.
5. Social intelligence and teaching performance of are significantly related with each other. This denotes that an improvement of social intelligence will result to increase in teaching performance.
6. The proposed social intelligence improvement plan aims to help Key Stage 2 teachers to further improve their social intelligence.

Recommendations

The following recommendations are formed based on the conclusions:

1. Schools heads may include in their school learning action cells for teachers the value of attaining higher education and how it helps them in their work.

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2. The good heart of Key Stage 2 teachers may be used by giving them leadership opportunities like leaders of grade level or department so they can utilize their social intelligence properly.
 3. Seasoned and outstanding teachers may mentor or work together with neophyte teachers to further improve their teaching performance.
 4. Teachers are encouraged to work with different groups every year so they can share their ideas in teaching that will lead to improvement of social intelligence. In addition, they are encouraged to enrol in graduate school so they will meet other teachers that may lead to improvement of their social intelligence.
 5. Social intelligence may be included in the discussion of Code of Ethics for teachers as part of compliance in non-classroom observable indicators of teachers.
 6. The proposed social intelligence improvement plan may be tested in one school for effectiveness and further improvement.
 7. Future researchers may conduct study on how the school heads help their teachers improve their social intelligence.

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