

Emotional intelligence and professional factors in relation to the teaching performance at Magsaysay I district, Misamis Oriental division

Christian Jane B. Babano

Saint Joseph Institute of Technology

Butuan City, Philippines

Email: christianjane.babano@deped.gov.ph

Daylinda J. Tampus, PhD

Saint Joseph Institute of Technology

Butuan City, Philippines

Email address: djtampus2002@gmail.com

Abstract: This study investigated the relationship between teachers' emotional intelligence (EI), their professional and personal characteristics, and their teaching performance in the Magsaysay I District of Misamis Oriental Division. A sequential explanatory mixed methods design was employed, initially collecting quantitative data through the use of survey questionnaires assessing EI and teacher performance evaluations. The survey questionnaire was adapted from the Quick Emotional Intelligence Self-Assessment by Mohape (2015). This was followed by qualitative interviews with selected teachers to enrich and contextualize the quantitative results. The participants included 91 public elementary school teachers with at least four years of teaching experience, drawn from 12 schools varying in location and accessibility. These schools faced challenges such as limited resources and geographical isolation, which provided a relevant context for examining how personal and professional factors influence teaching performance. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data offered deeper insights into the numerical findings. Ethical considerations were strictly observed, including informed consent and confidentiality. The study aimed to assess emotional intelligence across key domains and professional factors such as development and innovation skills, with the goal of informing teacher development initiatives and policy decisions to enhance instructional quality and student outcomes in rural educational settings.

Keywords: Emotional Intelligence, Teaching Performance, Professional Characteristics, Mixed Methods Design, Rural Education

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INTRODUCTION

The quality of student learning outcomes hinges significantly on teaching performance, which itself is directly impacted by a variety of personal and professional factors. Some of the studies state that teachers' self-efficacy, emotional intelligence (EI), work motivation, and continuing professional development play major roles in the quality of teaching (Oluwatayo & Adebule, 2022). Emotional intelligence- comprising self-awareness, self-regulation, motivation, empathy, and social skills- was found to be the major determinant of effective teaching, as it allows teachers to manage stress, build relationships, and create a supportive environment in which students learn (Brackett et al., 2019). Effective teaching practices are also accompanied by professional growth opportunities available to teachers by such means as training and mentorship

to learning resources that improve their classroom management skills and instructional strategies, as noted by Darling-Hammond et al. (2019). Furthermore, Klassen and Tze (2014) found that teacher well-being, including job satisfaction and mental health, significantly impacted their overall teaching performance.

At the international level, in contrast, the existing literature has focused almost entirely on urban or better-endowed school settings, whereas the challenges with rural schools remain practically untapped. Mészáros and Szalóki (2023) stated that emotional intelligence (EI) enhances teaching performance through classroom management, coping with stress, and engaging students. Furthermore, while Tolentino (2023) mentioned that training programs for teachers were effective in cities, it remains uncertain that these same programs were effective in rural areas. Also, Khatun and Laskar (2023) noted that few have examined how EI interacts with professional factors in rural education settings, especially in developing nations.

At the national level, the Philippine educational system has also developed teacher development policies like the Results-Based Performance Management System (RPMS) (DepEd, 2015)—an evaluation tool grounded on teacher outputs and competencies—and the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017)—a framework outlining quality teaching at each career stage. However, these frameworks fail to acknowledge EI, nor do they address the application of EI in rural contexts. Moreover, Sumatra (2021) reported that most research targets competency-related assessment, with little attention given to how EI affects teacher resilience, motivation, and performance.

In rural areas, particularly the Magsaysay I District, Misamis Oriental Division, along with various rural districts, continues to encounter many challenges regarding professional development and training opportunities for teachers and also ways to access emotional support. The absence of enough professional and mental health development has inhibited these teachers from fully engaging in classroom work and stress management. Some of the challenges include limited training opportunities, poor internet connectivity, and weak teaching infrastructure, as mentioned by Magatines and Flores (2024). These issues limit educators from being fully engaged and also add to their stress levels. Socaoco (2024) also highlighted the rural-urban gap, where remote schools face bigger problems regarding learning loss and behavioral problems compared to readily accessible schools that have better resources. To add to this, teacher response to the learning challenges of students is often hampered by the failure to consider emotional intelligence as part of teacher evaluation frameworks, as noted by Villarta and Capili (2025).

Many studies indicate that urban students perform better than their rural counterparts academically (Zhao, 2020). Fu and Hashim (2024) stated that rural schools face challenges such as funding or supply shortages, poor coaching, and transport problems that further jeopardize their ability to compete. Poor schools and peer pressure only worsen such situations: Wang et al. (2020) found that rural students tend to miss out on the competitive environment that is available to their urban counterparts. More support is usually provided for teacher training that functions well in urban centers but less so in rural areas for rural students (Sun & Du, 2021), resulting in poor proficiency in subjects like English (Ochwo, 2022). The academic gaps between urban and rural students in the Magsaysay I District reflect the global pattern. The central school usually wins the local contests, with the associated schools coming in second, while the more distant schools hardly make it to the top.

The main goal of this study was to explore how teachers' emotional and professional characteristics relate to their teaching performance, which was evaluated using the IPCRF within

the Magsaysay I District of the Misamis Oriental Division. Understanding this connection is crucial for developing focused interventions and making policy changes that enhance support systems for educators. This research is important because it aims to provide concrete data that local education leaders and policymakers can use to implement effective strategies, ultimately raising the quality of teaching and boosting student academic outcomes.

Problem Statement

This study aimed to determine the relationship between teachers' emotional intelligence and professional factors on their teaching performance in Magsaysay I District, Misamis Oriental Division.

Specifically, this sought to address the following research questions:

1. What is the demographic profile of the teachers in terms of civil status, geographical location, generation; and length of service?
2. What is the level of emotional intelligence of the teachers in terms of emotional-awareness, emotional-management, social-emotional awareness, and relationship management?
3. What is the level of manifestation of professional factors of the teachers in terms of professional development and innovative skills?
4. What is the level of the teachers' teaching performance as reflected in the Individual performance commitment and review?
5. Is there a significant association between the demographic profile of the teachers and teaching performance as reflected in the Individual performance commitment and review?
6. Is there a significant relationship between the teachers' level of emotional intelligence, professional factors, and their performance commitment review?
7. Is there a significant difference in the teaching performance of the teachers when grouped according to profile?
8. Based on the findings of the study, what intervention may be proposed?

METHODOLOGY

Research design

This study employed a sequential explanatory mixed methods design, which involves collecting and analyzing quantitative data first, followed by qualitative data to help explain or elaborate on the quantitative findings. Specifically, the quantitative phase examined the relationships among teachers' emotional intelligence (EI), professional factors, personal characteristics, and teaching performance in Magsaysay I District, Misamis Oriental Division. The descriptive component profiled respondents based on their emotional intelligence (emotional awareness, emotional management, social-emotional awareness, and relationship management), personal characteristics (civil status, geographical location, generation, and length of service), and professional factors (professional development and innovative skills).

The correlational analysis explored the relationship between certain variables and teaching performance, which was measured using the Individual Performance Commitment and Review Form (IPCRF). The IPCRF is a key tool under the Department of Education's Results-Based Performance Management System (RPMS). This system evaluates teachers based on five Key Result Areas (KRAs): (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting, and (5) Personal Growth and Professional Development (also known as the Plus Factor). The RPMS

ensures that teachers' performance is assessed fairly and consistently, helping to improve teaching quality. Teachers set specific goals under each KRA, and their accomplishments are rated accordingly to provide a clear and comprehensive measure of their effectiveness in the classroom (DepEd, 2015). After completing the quantitative phase of the study, the researcher carried out a qualitative phase to help explain and expand the statistical results. This involved conducting one-on-one interviews with selected teachers from different schools who had a range of teaching experiences. Thus, the qualitative findings served to enrich and validate the quantitative results, aligning with the nature of a sequential explanatory design.

Using this mixed methods approach was appropriate because it allowed for a comprehensive understanding of how emotional intelligence and other factors influence teaching performance, combining numerical data with contextual insights to guide the development of informed and effective teacher training programs.

Locale of Study

This study was conducted in Magsaysay I District, the last and farthest district of the Misamis Oriental Division in the Philippines, consisting entirely of rural public elementary schools that faced challenges such as limited access to professional development programs, inadequate instructional resources, multigrade teaching assignments, and poor infrastructure.

Respondents of the study

This study employed stratified random sampling to select respondents, focusing exclusively on public elementary school teachers with four or more years in service from the 12 elementary schools in Magsaysay I District, Misamis Oriental Division. The exclusion of secondary school teachers ensured that the study remained focused on the unique teaching dynamics at the elementary level, where foundational learning and early childhood development were critical.

Selection and Description of Respondents

To ensure a diverse and representative sample, respondents were stratified based on personal factors such as civil status, geographical location, generational cohort, length of service, and emotional intelligence (EI), as well as professional factors, including training attended and educational attainment. Teaching performance was assessed using the Individual Performance Commitment and Review Form (IPCRF) in accordance with DepEd Order No. 2, s. 2015, which provided the framework for the Results-Based Performance Management System (RPMS) in DepEd. This stratified approach ensured a comprehensive analysis of how teachers' emotional intelligence, personal characteristics, and professional factors collectively influenced their teaching performance within the 12 elementary schools covered in this study.

The Performance Management and Evaluation System (PMES) of DepEd was a structured framework for assessing teacher effectiveness, ensuring alignment with the Results-Based Performance Management System (RPMS) and Philippine Professional Standards for Teachers (PPST). It evaluated educators based on key indicators such as teaching effectiveness, which assessed instructional competence, student engagement, and assessment strategies. Learner development focused on student academic performance, intervention strategies, and equitable learning opportunities.

Data Gathering Instruments

The primary research instruments included a survey questionnaire adopted from the Quick Emotional Intelligence Self-Assessment by Mohape (2015) and the Individual Performance Commitment and Review (IPCR) ratings. The survey assessed the emotional intelligence of teachers across several dimensions, including emotional awareness, emotional management, social-emotional awareness, and relationship management. This tool was chosen for its alignment with the study's objective of examining the relationship between emotional intelligence and teaching performance. It underwent content validation and pilot testing to ensure reliability and relevance to the local context. To ensure validity and reliability in the local context, the instrument underwent content validation and pilot testing. This process included calculating Cronbach's Alpha, which yielded a value of 0.993, indicating excellent internal consistency and reliability.

The IPCR ratings were utilized to measure teaching performance. These ratings, aligned with the Philippine Professional Standards for Teachers (PPST), evaluated teachers across various domains and key result areas, providing a comprehensive assessment of their performance. The data collected for this study covers the most recent evaluation period, from School Year 2020-2021 to School Year 2023-2024, ensuring accurate and timely measurements. Both instruments—emotional intelligence surveys and IPCR ratings—served as the basis for examining relationships between teachers' personal characteristics, professional factors, and teaching performance. These tools provided the necessary data for statistical analysis to identify significant relationships and inform the development of interventions aimed at enhancing teaching performance.

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Data Gathering Procedure

In collecting data for this study, the researcher first sought permission from the Schools Division Office of Magsaysay I District, Misamis Oriental Division, to access the Individual Performance Commitment and Review (IPCR) ratings of the participating public elementary teachers. The IPCR ratings, aligned with the Philippine Professional Standards for Teachers (PPST), served as a measure of teaching performance. These ratings evaluated teachers based on key result areas (KRAs) and domains that reflected critical aspects of teacher quality and practices. The most recent IPCR ratings, covering the school years 2020-2021 to 2023-2024, were collected from teachers with four or more years of service to provide reliable and relevant data for analysis.

To assess emotional intelligence, a survey questionnaire adapted from the Quick Emotional Intelligence Self-Assessment by Mohape (2015) was distributed to the same respondents. This tool evaluated key dimensions of emotional intelligence, such as emotional awareness, emotional management, social-emotional awareness, and relationship management, and was validated through pilot testing to ensure reliability and alignment with the study's objectives.

In the second phase of the study, qualitative data were gathered through one-on-one interviews with selected teacher respondents. This qualitative phase aimed to explore in greater depth the quantitative findings and provide context to the observed statistical relationships. Interview questions were designed to elicit insights on how personal characteristics and

professional development experiences influenced teaching performance and how teachers perceived the role of emotional intelligence in their daily practice.

The data collection process involved the distribution of surveys to respondents, secure retrieval of IPCR ratings, and the conduct of interviews. The collected quantitative and qualitative data were then analyzed sequentially, with qualitative results serving to support and explain the quantitative outcomes.

Data Analysis Procedure

The study adopted a systematic, data-driven approach by employing a range of statistical tools aligned with each specific statement of the problem. Frequency and percentage distribution were utilized to describe the demographic profiles of teachers, such as civil status, location, generation, and years of service. To assess emotional intelligence levels, mean and standard deviation were applied across dimensions including self-awareness, self-management, social skills, and relationship management. Relationships between categorical demographic variables and teaching performance were analyzed using the Chi-square test of independence, while Pearson correlation was used for continuous variables. Additionally, Pearson correlation was employed to determine the strength and direction of linear relationships between professional factors and teaching performance. Finally, multiple regression analysis was conducted to assess the combined impact of various professional factors on teaching performance, providing a comprehensive understanding of their influence.

DISCUSSION OF FINDINGS

Demographic Profile of Respondents

The demographic profile of the 91 public elementary school teachers from Magsaysay I District reveals several key characteristics that contextualize the study's exploration of emotional intelligence and teaching performance. The majority of respondents were married (75.8%), a factor that may influence their work-life balance and overall professional engagement, as marital responsibilities can affect time and energy devoted to teaching (Kotherja& Hamzallari, 2022). In terms of geographical assignment, a striking 95.6% of the teachers were situated in rural areas, underscoring the limited access to educational resources and professional development typical of such locations, which may impact teaching practices and student outcomes (Doz, 2023; Umar, 2021).

Generational distribution shows that Millennials (49.5%) and Generation X (46.2%) dominate the teaching workforce, with minimal representation from Generation Z (3.3%) and Baby Boomers (1.1%). These generational differences are significant, as Millennials are often more adept with technology and inclined to integrate digital tools into their instruction, unlike their older counterparts who may lean toward traditional methods (Flanagan et al., 2020; Barni et al., 2019). Additionally, the teaching cohort is predominantly experienced, with 42.9% having served 16 years or more, and another 34.1% between 6–10 years. This experienced profile is associated with higher emotional intelligence, better classroom management, and more effective teaching strategies (Arteaga-Cedeño et al., 2022; Valente et al., 2020).

Collectively, the data reflect a mature and seasoned teaching population, primarily working in resource-constrained rural contexts. These demographic features are critical to understanding how personal and professional attributes may influence emotional intelligence and, subsequently, teaching effectiveness within the district.

Level of Emotional Intelligence of the Teachers

The study reveals that teachers in Magsaysay I District exhibit a consistently high level of emotional intelligence across four core dimensions: emotional-awareness, emotional-management, social emotional awareness, and relationship management, with an overall grand mean of 3.94. These findings underscore the teachers' strong ability to understand and manage both their own emotions and those of others, contributing significantly to effective teaching and positive school environments.

In terms of emotional-awareness ($M = 3.88$), teachers generally recognize their emotional states, especially acknowledging the importance of emotions in their personal and professional lives. However, moderate ratings in recognizing anger and maintaining awareness when upset highlight areas for growth in internal emotional regulation, particularly under stress—a common challenge among rural educators (Muchiri et al., 2024; Wang et al., 2023).

Emotional-management ($M = 3.89$) was also rated at a high level, indicating teachers' capacity to maintain composure and responsibility during stressful moments. While most indicators were rated high, patience and acceptance of criticism emerged as moderate areas, suggesting a need for targeted training in impulse control and constructive response to feedback—skills vital for professional resilience (Arifin, 2019; Kumari, 2020).

Social emotional awareness ($M = 3.87$) reflects teachers' ability to empathize, understand others' feelings, and respond with care and sensitivity. High ratings in empathy, listening, and emotional understanding support the creation of inclusive and nurturing classrooms. However, the moderate ratings in real-time recognition of social cues and decision impact imply a need for further development in situational awareness and perspective-taking (Koshechko, 2019; García-Martínez et al., 2021).

Relationship management scored the highest ($M = 4.10$), demonstrating teachers' strengths in forming meaningful connections, motivating others, and creating emotionally safe and supportive environments. Traits like helpfulness, sociability, and emotional availability were prevalent, aligning with research that connects strong relationship skills to improved collaboration and classroom dynamics (Gómez-Leal et al., 2021; Valente & Lourenço, 2020).

Overall, the findings indicate that while the teachers possess well-developed emotional intelligence, particularly in managing relationships and demonstrating empathy, there remain areas for improvement in emotional regulation under pressure and social impact sensitivity. Professional development programs that focus on mindfulness, emotional reflection, and feedback resilience could further enhance their emotional competencies. Strengthening these skills is essential not only for teacher well-being but also for cultivating emotionally responsive classrooms that foster student engagement and achievement.

Level of Manifestation of Professional Factors of the Teachers

The findings of the study indicate that teachers in Magsaysay I District demonstrate a moderate level of manifestation in terms of professional factors, particularly in the areas of professional development and innovative skills, with an overall grand mean of 3.13. In terms of professional development, the teachers obtained a mean score of 2.92, interpreted as a moderate level. This suggests that while teachers participate in training and development activities, their engagement is not fully maximized, and institutional support remains limited. The highest-rated statement indicated that professional development activities enhance their teaching strategies and classroom practices. However, low scores in areas such as access to resources and institutional

support highlight significant barriers. Many teachers rely on their personal initiative to pursue growth opportunities rather than receiving structured guidance from their schools. This aligns with the findings of Tagaloguin et al. (2022), who emphasized the importance of needs-based and well-supported training programs to ensure relevance and long-term professional growth. One teacher shared that they engage in workshops and accept feedback from colleagues and superiors to improve their practice, reflecting a desire for development that is not always matched by institutional infrastructure.

In terms of innovative skills, the teachers achieved a mean score of 3.33, also interpreted as a moderate level. While some innovative practices were evident—such as experimenting with creative activities and integrating new teaching strategies—these efforts are not yet consistent across all instructional areas. High ratings were given to statements about experimenting with engaging activities and seeking new educational trends. However, the consistent integration of modern technologies and the design of innovative lesson plans received lower scores. This inconsistency may stem from limited training, lack of resources, or uncertainty in applying such tools effectively. Teachers expressed efforts to adopt student-centered learning and use technology, but these efforts often lacked depth or systemic reinforcement. This reflects the conclusions of Arinto (2019) and Revilla and Unos (2021), who pointed out that innovation requires more than individual effort—it needs ongoing exposure, collaboration, and institutional encouragement.

Overall, the findings suggest that while teachers in Magsaysay I District show a willingness and capability to engage in professional development and innovative practices, their efforts are constrained by systemic limitations. The moderate level of manifestation in both areas reveals a need for stronger institutional mechanisms, targeted support, and access to relevant resources. Strengthening these areas would enhance teachers' ability to grow professionally and apply innovative teaching strategies consistently. As Perugini (2020) and Wiyono (2018) noted, sustained professional growth and innovation are best achieved through a culture of continuous improvement backed by structured support systems. Thus, enhancing professional development frameworks and fostering an environment that supports innovation are essential steps in advancing teaching quality and educational outcomes in the district.

The Level of Teaching Performance of the Respondents Based On Their Individual Performance Commitment and Review (IPCR) Ratings Across Four School Years, From 2020–2021 To 2023–2024

The analysis of teaching performance among teachers in Magsaysay I District, based on their Individual Performance Commitment and Review (IPCR) ratings from school years 2020–2021 to 2023–2024, reveals a consistently high and improving trend. The majority of teachers were rated “Outstanding” across the four-year span, with the mean rating steadily increasing from 4.64 in 2020–2021 to 4.69 in the last two school years. Notably, the percentage of teachers falling within the “Outstanding” category rose significantly from 53.8% to 76.9%, indicating progressive growth in instructional quality and professional excellence. One teacher attributed this improvement to the integration of educational technologies, such as interactive whiteboards and online collaborative platforms, which enhanced student engagement and personalized learning.

Meanwhile, a smaller proportion of teachers received “Very Satisfactory” ratings, which declined from 46.2% in 2020–2021 to 23.1% in 2023–2024. Though the mean scores in this category also

showed a slight upward movement—from 4.32 to 4.38—the shift in distribution points to more teachers achieving top-tier performance. Significantly, no teacher was rated “Satisfactory,” “Unsatisfactory,” or “Poor” in any of the assessed school years, underscoring the district’s high baseline of teaching competency and commitment.

The overall mean performance score of 4.67 categorizes the district’s teaching force as “Outstanding,” reinforcing earlier findings that link high levels of emotional intelligence and moderate-to-strong engagement in professional development to improved classroom outcomes. Teachers cited participation in trainings and seminars as instrumental to their professional growth, a connection supported by Casas (2022), who emphasized the critical role of emotional competence and continuous learning in achieving teaching excellence. Similarly, Perugini (2020) affirmed that innovation, reflection, and sustained support significantly boost teaching effectiveness and performance evaluations.

In conclusion, the teaching performance data reflect a positive and upward trajectory, driven by the teachers’ emotional competence, commitment to professional development, and openness to innovation. These elements have collectively contributed to maintaining and enhancing instructional quality throughout the district, positioning Magsaysay I District as a model for sustained educational excellence.

Test On Significant Association Between the Demographic Profile of the Teachers and Teaching Performance as Reflected in The Individual Performance Commitment and Review

The results of the Chi-square test of independence, as presented in Table 15, indicate that there is no statistically significant association between teachers’ demographic profiles and their teaching performance in the Magsaysay I District. Demographic variables such as length of service, civil status, geographical location, and generational cohort all yielded p-values greater than the .05 threshold, leading to the acceptance of the null hypothesis in each case. This implies that variations in these demographic characteristics do not significantly influence the performance ratings of teachers as measured by their Individual Performance Commitment and Review (IPCR).

Specifically, the analysis showed that length of service had a Chi-square value of $\chi^2(147, N = 91) = 152.208$ with a p-value of .367, suggesting that both novice and veteran teachers perform at similarly high levels. This reinforces the idea that commitment to professional growth and adaptability, rather than tenure alone, drives teaching effectiveness. A teacher remarked that performance depends more on one's dedication to learning and evolving each year than simply on years of service, aligning with findings by Arteaga-Cedeño et al. (2022), who emphasized the limited predictive power of experience when professional development is equitably accessible. In terms of civil status, the result was also non-significant ($\chi^2(98, N = 91) = 100.419, p = .413$), indicating that being single, married, or widowed does not significantly affect classroom performance. While civil status may influence work-life dynamics, the presence of strong institutional support appears to buffer these potential differences. This reflects the view that professional responsibilities are managed independently of personal circumstances, as affirmed by Kotherja and Hamzallari (2022).

Geographical location, though yielding a slightly lower p-value of .083 ($\chi^2 = 63.238, df = 49$), still did not show a significant impact on performance. Despite the common challenges faced by rural teachers, such as resource limitations, their performance remained consistent with their urban counterparts. One teacher emphasized the proactive use of online resources and

webinars to compensate for physical distance from training centers, echoing Umar's (2021) conclusion that dedication and access to digital learning platforms can mitigate geographical disadvantages.

Lastly, generational differences also showed no significant correlation with teaching performance ($\chi^2(147, N = 91) = 141.707, p = .608$). Although teaching styles and technological fluency may vary across generations, collaborative learning and mutual mentorship likely contribute to balanced performance outcomes. A younger teacher noted that generational diversity offers both innovation and mentorship, supporting Flanagan et al.'s (2020) assertion that inclusive, collaborative environments neutralize generational gaps in performance.

In conclusion, the findings suggest that teaching performance in Magsaysay I District is not significantly influenced by demographic factors. Rather, the consistently high performance ratings observed are likely driven by more substantial professional factors—such as emotional intelligence, innovative skills, and engagement in professional development—which have been shown in earlier analyses to be prevalent among the teachers in the district. This underscores the importance of fostering a supportive and growth-oriented professional culture that transcends demographic boundaries.

Test On Significant Relationship Between the Teachers' Level of Emotional Intelligence, Professional Factors, and Their Individual Performance Commitment Review

The correlation analysis presented in Table 16 explores the relationship between teachers' emotional intelligence, selected professional factors, and their Individual Performance Commitment and Review (IPCR) ratings. The findings reveal that certain emotional intelligence dimensions and professional development activities have statistically significant positive correlations with teaching performance, while other variables do not show a measurable impact within the IPCR evaluation framework.

Among the emotional intelligence components, emotional awareness ($r = .321, p = .012$), emotional management ($r = .289, p = .020$), and social emotional awareness ($r = .265, p = .030$) were significantly correlated with IPCR ratings. These results suggest that teachers who can recognize and regulate their emotions and those attuned to the emotions of others are more likely to perform better in their professional roles. Teachers emphasized the importance of emotional control and mindfulness in classroom management, noting that being emotionally aware allows them to respond constructively to challenges. This supports Casas (2022), who highlighted that emotional competence enhances decision-making, classroom relationships, and instructional quality, ultimately leading to improved professional performance.

Conversely, relationship management ($r = .077, p = .465$) did not show a significant correlation with IPCR ratings. Although building trust and maintaining positive relationships are essential for fostering a supportive learning environment, these aspects may not be explicitly evaluated in standard performance assessments. As noted by García-Martínez et al. (2021), many social-emotional competencies—while vital to classroom climate—are often undervalued or overlooked in formal evaluation tools like the IPCR.

Regarding professional factors, professional development ($r = .301, p = .018$) was found to have a significant positive correlation with performance ratings. This finding suggests that teachers who engage in seminars, trainings, and workshops tend to enhance their teaching practices and confidence, which translates into better performance outcomes. Teachers reported feeling more capable and informed after participating in development opportunities, consistent

with the findings of De Guzman and Ambayon (2023), who emphasized the transformative impact of continuous learning on teacher effectiveness.

However, innovative skills ($r = .063$, $p = .554$) did not exhibit a significant correlation with teaching performance as measured by the IPCR. Although earlier results in the study showed moderate levels of innovation among teachers, the lack of correlation suggests that current evaluation systems may not fully capture or reward innovative teaching practices. Teachers expressed frustration that efforts to introduce digital tools and creative lesson formats are not always recognized in performance reviews. Perugini (2020) similarly noted that many evaluation frameworks focus on quantifiable outputs rather than innovative or process-oriented approaches, creating a disconnect between actual teaching innovation and formal assessment outcomes.

In summary, the analysis highlights that emotional awareness, emotional management, social emotional awareness, and professional development are key contributors to high teaching performance in the Magsaysay I District. In contrast, relationship management and innovative skills—while important in practice—are not significantly linked to performance ratings under the existing IPCR framework. These findings underscore the need for teacher evaluation systems to evolve and more accurately reflect the broader spectrum of competencies that contribute to effective teaching, including emotional and innovative capacities.

Significant difference on the teaching performance of the teachers

The multiple linear regression analysis presented in Table 17 examined the influence of teachers' personal characteristics (length of service, civil status, generation, and geographical location) and professional factors (professional development and innovative skills) on their technical skills as measured by Individual Performance Commitment and Review (IPCR) targets. Although the overall model was not statistically significant— $F(6, 85) = 1.336$, $p = .250$, with an R^2 of .087—indicating that the predictors collectively did not explain a substantial amount of variance in technical performance, the analysis revealed that professional development emerged as a significant individual predictor.

Specifically, professional development had a statistically significant positive relationship with technical skills ($\beta = .489$, $p = .001$), suggesting that teachers who actively participate in trainings and development programs are more likely to excel in technical aspects of performance such as documentation, compliance, and instructional delivery. One teacher noted, “Attending trainings helps me apply updated methods in class and keeps me on track with the DepEd expectations for documentation and outputs.” This aligns with De Guzman and Ambayon (2023), who emphasized that ongoing professional learning enhances teacher competence in both pedagogical and administrative domains.

In contrast, innovative skills did not significantly predict technical performance ($\beta = .043$, $p = .751$). Despite their relevance to modern teaching, creativity and technological experimentation appear underrecognized in formal performance assessments like the IPCR. Teachers expressed that while they implement innovative strategies, these efforts often go unnoticed in evaluations, a concern echoed by Perugini (2020), who highlighted that institutional metrics tend to emphasize structured outputs over flexible or creative teaching processes.

None of the personal characteristics—including length of service ($\beta = .250$, $p = .107$), civil status ($\beta = .197$, $p = .094$), generation ($\beta = .138$, $p = .382$), and geographical location ($\beta = -.021$, $p = .849$)—were statistically significant predictors of technical skills. These results suggest that individual background factors do not meaningfully influence how teachers perform in technical evaluations. Teachers reported that, regardless of experience level or location, meeting uniform

standards and documentation requirements remains a shared responsibility. As Doz (2023) pointed out, equitable access to training and digital tools may mitigate disparities in performance outcomes across different contexts.

In conclusion, although the regression model did not yield an overall significant result, the analysis clearly underscores the importance of professional development as a key driver of technical performance. This finding highlights the need for education systems to invest in sustained and relevant professional development initiatives that directly support performance expectations. Aligning teacher training with institutional evaluation criteria can ensure that professional growth translates into measurable improvements in instructional quality and administrative efficiency.

CONCLUSION

The study concludes that while the teaching force in Magsaysay I District is demographically diverse in terms of civil status, generation, and geographical location, these personal characteristics do not significantly influence teaching performance. Instead, the findings emphasize that professional practice, emotional intelligence, and developmental engagement are far more critical in shaping teacher effectiveness. This reinforces the idea that performance is less about who teachers are and more about how they continuously grow and adapt within their profession.

Teachers consistently demonstrate strong emotional intelligence, particularly in the areas of emotional awareness and emotional management. These competencies contribute to classroom stability, effective communication, and professional demeanor. However, emotional traits such as relationship management—though valuable in daily practice—are not always adequately captured by formal performance evaluations like the IPCR. Despite this, emotional competence remains central to maintaining a healthy and responsive learning environment.

In terms of professional growth, the teachers actively participate in professional development and make efforts to innovate in their instructional approaches. However, systemic challenges—including limited institutional support and the underrecognition of innovation in performance assessments—diminish the lasting impact of these practices. While innovation is evident, it is not consistently encouraged or rewarded within the current evaluation frameworks, potentially discouraging its long-term application.

The overall teaching performance in the district is strong and steadily improving, as reflected in consistently high IPCR ratings over the past four years. This upward trend suggests that emotional regulation, reflective practice, and instructional consistency are key contributors to sustained excellence. Furthermore, statistical analyses confirm that demographic characteristics do not predict teaching performance, highlighting instead the importance of school-level support systems and access to professional learning opportunities.

Notably, emotional intelligence and professional development were found to be significantly associated with higher teaching performance. Teachers themselves acknowledge that self-awareness, emotional regulation, and continued learning help them effectively manage classroom dynamics and respond to changing educational demands. At the same time, they recognize a mismatch between the value of innovation and its measurement in formal evaluation systems, which can limit its integration into practice.

To address these insights and bridge existing gaps, the study proposes the TEACHLead Initiative—a targeted program designed to enhance emotional intelligence and professional

development through structured, meaningful interventions. This initiative seeks to align teacher competencies with the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST), while fostering innovation and reflective teaching as core components of teacher success and institutional excellence.

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