

The interplay of teacher values and emotional quotient in educational practice

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ABSTRACT

This study investigates the relationship between educators' values and emotional intelligence (EQ) in educational settings. It analyzes the influence of educators' values on their emotional intelligence and, consequently, their teaching effectiveness. A mixed-methods approach was employed, combining quantitative surveys to assess emotional intelligence (EQ) and qualitative interviews to explore values and their impact on teaching practices. The results indicate a robust correlation between specific values, such as empathy and integrity, and elevated EQ scores. Teachers with high emotional intelligence were also better at running their classrooms, getting students involved, and being happy with their jobs. The conclusions suggest that teacher training programs should prioritize the development of both values and emotional intelligence to enhance the overall quality of education.

Keywords: teacher values, emotional intelligence, Emotional Quotient, teaching effectiveness, classroom management, student engagement

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INTRODUCTION

In education, teachers are not just teachers; they are also role models who have a big impact on how pupils think and feel (Nias, 1999). Teachers' values and emotional intelligence are very important in how they connect with students, coworkers, and parents (Lovat et al., 2009). Teachers' personal beliefs shape their decisions and behavior at work, and their emotional intelligence helps them control their own feelings and understand those of others, which creates a happy and productive learning environment (Goleman, 1995; Salovey & Mayer, 1990).

The relationship between teacher values and emotional intelligence is a significant field of study. Teachers' values, like empathy, honesty, and commitment, can affect how they see their

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job and how they engage with pupils (Day & Gu, 2010). Emotional intelligence, which includes being aware of and controlling your own emotions, having empathy, and having good social skills, is important for keeping the classroom running smoothly, settling disagreements, and making the classroom a welcoming place (Bar-On, 2006). Comprehending this interaction can yield insights into augmenting teacher professionalism and raising overall educational achievements (Schutz & Zembylas, 2009).

Statement of the problem

This study seeks to examine the correlation between teacher values and emotional intelligence in educational practice. It specifically aims to address the subsequent research inquiries:

1. What are the prevailing values possessed by the teachers in the study sample?
2. How does emotional intelligence show up in teachers' work?
3. Is there a notable relationship between particular teaching values and emotional quotient?
4. What effect do teacher values and emotional intelligence have on how well teachers teach and how engaged students are?

METHODOLOGY

This study employed a mixed-methods research design that combined both quantitative and qualitative approaches to provide a comprehensive understanding of the interaction between teacher values and emotional intelligence. The quantitative component utilized surveys to measure emotional intelligence, while the qualitative phase involved interviews designed to explore teachers' values and their influence on pedagogical practices. This integration of methods allowed the researcher to capture not only measurable patterns but also the deeper insights reflected in teachers' lived experiences.

The participants of the study consisted of 120 teachers from various schools in the Province of Bohol. They represented different educational levels, including elementary, secondary, and postsecondary, and varied in terms of teaching experience. To ensure that perspectives from diverse backgrounds were adequately represented, stratified random sampling was employed. This approach guaranteed that teachers from different academic levels and areas of specialization were proportionally included in the study.

Several instruments were used to collect the data. The Emotional Intelligence Scale (EIS), a standardized tool, was administered to evaluate the emotional quotient of teachers across five domains: self-awareness, self-regulation, motivation, empathy, and social skills. Alongside this, the Values Assessment Questionnaire (VAQ) was developed to determine the core values held by teachers, including respect, justice, dedication, integrity, and empathy. To complement the survey data, semi-structured interviews were conducted with 20 teachers who were selected based on their EIS and VAQ scores. These interviews explored the role of personal values in shaping pedagogical practices and examined how emotional intelligence influenced relationships with students and colleagues.

The procedures for data collection were carefully designed to uphold ethical standards. Prior to the commencement of the study, approval was obtained from the university's research

ethics committee. Participants were fully informed of the study's purpose, the confidentiality of their responses, and their right to withdraw at any point. Informed consent was obtained before the distribution of questionnaires or the conduct of interviews. Surveys were administered in scheduled meetings where participants were provided with clear instructions and ample time to complete both the EIS and VAQ. Meanwhile, interviews were arranged with the selected participants, recorded with their permission, and later transcribed for analysis.

The analysis of data involved both statistical and thematic approaches. Quantitative data were processed using SPSS software, with descriptive statistics summarizing the demographic profile of participants and their scores on the EIS and VAQ. Correlation analysis was then applied to determine the relationship between teachers' values and their emotional quotient. On the other hand, the qualitative data derived from interviews were subjected to thematic analysis. Transcripts were systematically coded to identify recurring themes that illuminated the connection between teacher values, emotional intelligence, and their impact on teaching practices.

Through this rigorous methodological approach, the study sought to produce a nuanced understanding of how teachers' values intersect with their emotional intelligence, and how these, in turn, influence their professional roles and classroom practices.

RESULTS AND DISCUSSION

A total of 120 teachers from the Province of Bohol participated in this study, representing a range of educational levels, including elementary, secondary, and postsecondary, and varying in teaching experience. As detailed in the methodology, data were gathered through the administration of the Emotional Intelligence Scale (EIS) and the Values Assessment Questionnaire (VAQ), complemented by semi-structured interviews with 20 selected participants whose scores on these instruments provided a diverse range of perspectives. Ethical clearance was obtained prior to data collection, informed consent was secured from all participants, and both survey administration and interviews were conducted under carefully controlled conditions. This methodological rigor ensured that the findings drawn from both quantitative and qualitative phases were reliable and reflective of the teachers' lived experiences.

The quantitative results indicated that the teachers generally exhibited moderate to high levels of emotional intelligence across the five measured dimensions. The mean scores revealed motivation as the highest-rated domain ($M = 4.01$, $SD = 0.55$), suggesting that teachers were highly driven and goal-oriented in their professional responsibilities. Empathy also ranked high ($M = 3.90$, $SD = 0.60$), indicating that participants were generally attuned to the feelings and needs of others. Self-awareness ($M = 3.85$, $SD = 0.62$) and social skills ($M = 3.80$, $SD = 0.59$) were moderately high, pointing to a strong ability among teachers to recognize their own emotions and engage positively with others. The lowest, yet still substantial, domain was self-regulation ($M = 3.72$, $SD = 0.58$), which suggested that while teachers were capable of managing their emotional responses, this remained an area with potential for further development. These results demonstrated that across the sample, emotional intelligence was generally well-developed, with particular strength in motivational and empathetic capacities.

The values assessment further revealed that the dominant values upheld by teachers were empathy, integrity, and dedication. Empathy emerged as the highest-ranked value ($M = 4.20$, $SD = 0.48$), signifying teachers' strong prioritization of understanding and supporting others. Integrity followed closely ($M = 4.15$, $SD = 0.50$), highlighting the importance of honesty, fairness, and moral principles in their professional practice. Dedication was also rated highly ($M = 4.05$, $SD = 0.52$), reflecting the teachers' deep commitment to their duties and responsibilities. The strong presence of these three values indicates that teachers in Bohol's schools place considerable emphasis on interpersonal care, ethical conduct, and professional devotion.

The correlation analysis provided further evidence of the interconnection between values and emotional intelligence. A significant positive correlation was found between empathy and emotional intelligence ($r = 0.45$, $p < 0.01$), suggesting that teachers who highly value empathy tend to exhibit stronger emotional intelligence skills. Similarly, integrity correlated positively with emotional intelligence ($r = 0.38$, $p < 0.01$), as did dedication ($r = 0.42$, $p < 0.01$). These findings confirm that the presence of these core values is closely associated with higher emotional intelligence levels, indicating that values-driven educators are more capable of applying emotional skills effectively in their professional lives.

The qualitative findings supported and expanded upon these statistical results. Thematic analysis of the semi-structured interviews with 20 teachers revealed four major themes: values-driven teaching practices, emotional intelligence in classroom management, impact on student engagement, and job satisfaction. Teachers consistently expressed that their personal values significantly influenced their instructional strategies and day-to-day interactions. For instance, those who placed high importance on empathy were more likely to provide individualized support to students, adjust teaching methods to accommodate diverse learning needs, and foster a nurturing classroom environment. This demonstrated that empathy was not only a personal value but a guiding principle that shaped professional practice.

Another key theme was the role of emotional intelligence in classroom management. Teachers with higher levels of emotional intelligence described being better equipped to handle conflicts, address student misbehavior, and maintain a positive classroom atmosphere. Their ability to regulate their own emotions and interpret those of their students enabled them to resolve disputes effectively, establish mutual respect, and create inclusive learning environments. These skills reduced classroom tensions and promoted constructive relationships, thereby enhancing the overall learning climate.

Teachers also emphasized that their values and emotional intelligence positively affected student engagement. When students felt understood, supported, and respected, they became more motivated to participate actively in lessons. Teachers observed increased willingness among students to collaborate, share ideas, and sustain focus on learning tasks when they experienced emotional support from their educators. This demonstrated that values such as empathy and dedication directly contributed to greater levels of student involvement and enthusiasm.

The final theme highlighted was job satisfaction. Teachers who exhibited high emotional intelligence and a strong adherence to values like empathy, integrity, and dedication reported higher levels of fulfillment in their professional roles. They felt more committed to their vocation, experienced greater meaning in their work, and expressed a deeper sense of purpose as educators. The alignment between personal values and professional responsibilities fostered both resilience and a positive outlook, reinforcing their long-term dedication to teaching.

Overall, the results of this study provide important insights into the relationship between teacher values and emotional intelligence in educational practice. The quantitative data demonstrated moderate to high levels of emotional intelligence across all domains, with motivation and empathy as particular strengths, and identified empathy, integrity, and dedication as dominant values strongly associated with higher emotional intelligence scores. The qualitative findings corroborated these results, showing how values-driven teaching practices, effective classroom management, enhanced student engagement, and increased job satisfaction all stem from the interplay between teacher values and emotional intelligence.

The discussion of these findings aligns with existing literature. Brackett and Rivers (2014) emphasized that teachers who embody empathy and integrity demonstrate higher emotional intelligence, which enhances their pedagogical effectiveness. Jennings and Greenberg (2009) noted that empathy enables teachers to connect with students on an emotional level, offering personalized support and fostering a caring environment. Goleman (1995) argued that emotional intelligence is crucial in managing conflict and cultivating inclusive learning atmospheres, a conclusion reflected in this study's findings. Similarly, Salovey and Mayer (1990) highlighted that emotional intelligence allows teachers to manage both their own and others' emotions, while Schutz and Zembylas (2009) underscored its importance in a profession characterized by high interpersonal demands and stress. Finally, Day and Gu (2010) confirmed that emotional intelligence competencies directly enhance teacher conduct, student achievement, and the broader classroom climate.

In conclusion, the findings from this study affirm that empathy, integrity, and dedication as core teaching values are strongly linked with higher emotional intelligence, and together they exert a profound influence on teacher effectiveness, student engagement, classroom management, and professional satisfaction. This integrated understanding underscores the need to cultivate values-driven and emotionally intelligent educators in order to strengthen both teaching practices and student outcomes in the educational system.

CONCLUSION

This study underscores the importance of both teacher values and emotional quotient in educational practice. The findings demonstrate a significant correlation between specific values, such as empathy, integrity, and dedication, and higher emotional intelligence scores. Furthermore, teachers with strong emotional intelligence demonstrated better classroom management, improved student engagement, and increased job satisfaction.

The implications of this study suggest that teacher training programs should prioritize the development of both values and emotional intelligence to enhance overall educational quality. By fostering these qualities in teachers, educational institutions can create a more supportive and effective learning environment for students.

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