

Courage quotient and emotional intelligence of public elementary school teachers in Aritao II District

Corpuz, Ritche Reniedo ✉

Nueva Vizcaya State University, Philippines (ritche.corpuz001@deped.gov.ph)

Ocampo, Imelda S.

Nueva Vizcaya State University, Philippines (imeldasocampo@gmail.com)

Agustin, Arnel A.

Nueva Vizcaya State University, Philippines



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Abstract

This study examined the levels of Courage Quotient (CQ) and Emotional Intelligence (EI) among 85 public elementary school teachers in Aritao II District during the first semester of the academic year 2025–2026 and determined the relationship between these two constructs. Utilizing a quantitative descriptive–correlational research design, the study assessed Courage Quotient across four dimensions—risk-taking, persistence, adaptability, and managing fear—and Emotional Intelligence across five domains: self-awareness, self-regulation, motivation, empathy, and social skills. Data were gathered through standardized self-report questionnaires grounded in Biswas-Diener’s (2012) Courage Quotient Framework and Goleman’s (2005) Emotional Intelligence Model. Results revealed that teachers demonstrated a very good level of Courage Quotient ($\bar{x} = 3.65$), with persistence and adaptability emerging as the strongest dimensions, indicating high resilience and flexibility in professional practice. Emotional Intelligence was likewise rated very high ($\bar{x} = 3.59$), particularly in social skills and self-awareness, reflecting strong interpersonal competence and emotional regulation essential for effective teaching. Pearson correlation analysis showed a strong, positive, and statistically significant relationship between Courage Quotient and Emotional Intelligence ($r = 0.760, p < 0.05$), suggesting that higher levels of courage are associated with greater emotional awareness, regulation, empathy, and social competence. Managing fear and adaptability exhibited the strongest associations with emotional intelligence. Based on the significant findings, a data-driven educational management intervention was developed to address identified developmental needs in both Courage Quotient and Emotional Intelligence. The study underscores the importance of integrating courage and emotional intelligence in teacher professional development programs to enhance resilience, instructional effectiveness, and positive school relationships.

Keywords: courage quotient, emotional intelligence, management intervention

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1. Introduction

In an era marked by uncertainty, rapid change, and professional pressures, teachers are expected to demonstrate not only pedagogical expertise but also emotional stability and moral courage. Within the teaching profession, courage goes beyond the absence of fear—it involves acting in accordance with one's values despite risks or challenges. Teachers encounter situations requiring them to stand for fairness, confront injustice, innovate amidst resistance, and uphold their principles while ensuring student welfare. Hence, understanding the concept of courage quotient (CQ) as a determinant of emotional intelligence (EI) among teachers is a timely and necessary inquiry. Courage quotient represents an individual's ability to manage fear and take calculated actions in line with one's moral and professional beliefs, while emotional intelligence denotes the capacity to recognize, understand, and regulate emotions in oneself and others. In a profession where emotional labor is inevitable, these two constructs form the foundation of teachers' resilience and ethical decision-making.

Globally, the 21st-century educational landscape demands teachers who are not only intellectually competent but also emotionally and morally grounded. The challenges brought about by technological disruptions, socio-political instability, and the lingering psychological effects of the COVID-19 pandemic have redefined what it means to be an effective educator. Emotional intelligence has been increasingly recognized as a critical factor influencing teacher well-being, classroom management, and student success. Courage, on the other hand, enables teachers to remain steadfast in advocating for their learners, particularly in contexts of inequity, limited resources, or bureaucratic constraints. Together, courage and emotional intelligence create a dynamic synergy that empowers teachers to lead with compassion, confront professional adversities, and sustain meaningful relationships within the school environment.

Recent studies underscore the growing emphasis on emotional intelligence as a cornerstone of effective teaching and leadership. Goleman (2020) emphasized that emotionally intelligent teachers foster positive learning climates by demonstrating empathy, self-regulation, and interpersonal awareness. Similarly, Mahasneh et al. (2021) found that emotional intelligence significantly influences job satisfaction, motivation, and professional performance among educators. In the same vein, courage is now being recognized as a psychological asset that complements emotional intelligence. Rate et al. (2019) described courage as the integration of fear management, persistence, and moral integrity, which allows individuals to act ethically even under stress or uncertainty. The interplay between these two constructs suggests that emotionally intelligent teachers are better equipped to exercise courage when confronted with dilemmas that test their values or professional identity.

In the Philippine context, the Department of Education (DepEd) continues to promote teacher resilience and well-being as part of its commitment to quality education under the Basic Education Development Plan 2030. National programs emphasize the need for emotionally balanced teachers who can thrive amid curriculum reforms, digital transformation, and post-pandemic transitions. However, less attention has been given to understanding the role of courage as an internal resource that sustains teachers' emotional intelligence and ethical fortitude. According to Bautista and Ortega-Dela Cruz (2022), Filipino teachers often navigate emotionally charged situations—such as student behavioral issues or systemic constraints—requiring both emotional regulation and moral courage. Thus, studying how courage quotient relates to emotional intelligence could shed light on an underexplored dimension of teacher effectiveness and personal well-being in Philippine education.

While numerous studies have examined emotional intelligence as a key factor influencing teachers' performance, job satisfaction, and classroom management, limited attention has been given to its intersection with courage quotient—a psychological construct that determines how individuals manage fear and act ethically in

challenging circumstances. Much of the existing literature focuses on emotional intelligence as a predictor of teaching effectiveness or leadership success (Mahasneh et al., 2021; Goleman, 2020), yet very few studies explore how courage complements emotional regulation in the context of educational settings. This gap leaves unanswered questions about how courage contributes to the emotional resilience and ethical judgment of teachers, particularly in environments marked by resource constraints and systemic pressures.

It has been found out by the current researcher that previous research has highlighted teacher stress, burnout, and emotional well-being (Bautista & Ortega-Dela Cruz, 2022), but there is insufficient empirical evidence on how courage quotient influences emotional intelligence and professional conduct among public school teachers. Most local studies concentrate on resilience and coping mechanisms without differentiating courage as a measurable construct that supports emotional balance and principled action. Moreover, the relationship between courage and emotional intelligence remains largely unexplored at the district level, especially in rural or semi-urban contexts like Aritao II District, where teachers face unique socio-economic and institutional challenges. Hence, this study bridges these gaps by investigating the link between courage quotient and emotional intelligence among public elementary school teachers, offering valuable insights that may inform teacher training, well-being programs, and leadership development within the Department of Education.

This study is firmly anchored on various international, national, and institutional frameworks that collectively emphasize quality education, teacher empowerment, and human development. At the global level, the study aligns with three Sustainable Development Goals (SDGs). SDG 4 (Quality Education) underscores the importance of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Teachers' emotional intelligence and courage are central to achieving this goal, as they influence instructional effectiveness, classroom climate, and student learning outcomes. SDG 3 (Good Health and Well-Being) also supports this study, as emotionally intelligent and courageous teachers are more capable of managing stress, maintaining psychological well-being, and fostering supportive learning environments. Lastly, SDG 8 (Decent Work and Economic Growth) relates to the professional and personal development of teachers as productive members of society. By enhancing emotional regulation and moral courage, teachers contribute to a more motivated, ethical, and high-performing education workforce.

Nationally, this study supports the National Research Agenda for Teacher Education (NRATE), which promotes studies that strengthen teacher quality, resilience, and professional identity. Investigating courage quotient and emotional intelligence directly addresses NRATE's emphasis on enhancing teacher competencies that foster holistic well-being and pedagogical effectiveness. Similarly, the Department of Education (DepEd) Research Agenda prioritizes themes on teaching and learning, human resource development, and governance. This study contributes to these areas by examining internal psychological factors—courage and emotional intelligence—that shape teachers' decision-making, interpersonal relations, and professional performance in public elementary schools.

At the institutional level, this study corresponds with the Nueva Vizcaya State University (NVSU) Research Agenda, which advocates research fostering educational innovation, teacher empowerment, and community transformation. It also aligns with the College of Teacher Education (CTE) Research Agenda, which emphasizes developing research-based practices to enhance teacher competence, emotional resilience, and leadership potential. By exploring the interplay of courage and emotional intelligence, this research provides empirical foundations for capacity-building programs and policy recommendations that strengthen the human resource quality of the teaching profession—contributing to NVSU's and CTE's vision of producing globally competent, ethically grounded educators capable of leading change in their local communities.

At the local level, the researcher observed that teachers in the Aritao II District face diverse classroom realities that test their patience, adaptability, and conviction. As public-school educators, they encounter challenges ranging from resource limitations to community expectations, yet they continue to serve as moral exemplars and emotional anchors for their learners. Exploring their levels of courage quotient and emotional intelligence will not only

deepen understanding of their psychological and professional strengths but also guide future interventions aimed at enhancing teacher support systems. The researcher is highly motivated to conduct this study with high hopes that it will contribute to the development of a holistic model of teacher empowerment—where courage and emotional intelligence coexist as vital forces in nurturing competent, compassionate, and resilient educators for the local and global community.

2. Related Literature

This research is anchored on two foundational theories that provide the conceptual basis for understanding the relationship between courage quotient and emotional intelligence among public elementary school teachers. The first framework anchoring the concept of courage quotient is Rachman's (1980) Theory of Courage. This theory explains why some individuals can cope effectively with adversity while others struggle to adapt to challenging circumstances. It highlights the role of both internal and external protective factors that help individuals withstand significant stress and preserve psychological equilibrium. Within this perspective, strengths such as gratitude, kindness, hope, and, most notably, courage or bravery are viewed as essential attributes that buffer the adverse effects of life's difficulties. These protective qualities enable individuals to face challenges with optimism and moral resolve, thereby fostering positive adaptation, sustained perseverance, and personal and professional growth despite adversity.

Complementing this is Daniel Goleman's (1995) Theory of Emotional Intelligence, which posits that individuals have the capacity to recognize, understand, and regulate their own emotions while also being sensitive to the emotions of others. Goleman emphasizes that emotional intelligence allows individuals to use emotional awareness to guide thinking and behavior, motivate themselves, and build strong interpersonal relationships. Within the educational context, this theory underscores the importance of emotional competence among teachers, as it directly influences classroom interactions, professional relationships, and instructional effectiveness. The theory's implications extend to both educators and learners, fostering an emotionally supportive and empathetic learning environment.

Together, these two theories establish a solid conceptual foundation for this study by linking courage and emotional intelligence as essential psychological resources. They explain how teachers in Aritao II District can demonstrate resilience, ethical conviction, and emotional stability in navigating the complex demands of the teaching profession. Moreover, the anchorage of the present study on Rachman's (1980) Theory of Courage and Goleman's (1995) Theory of Emotional Intelligence provides a strong conceptual foundation that explains the behavioral, emotional, and psychological mechanisms underlying teachers' ability to confront professional challenges and regulate emotions effectively within the educational environment. These two theories complement each other in capturing both the intrapersonal courage to act amid uncertainty and the emotional acumen required to sustain positive relationships and maintain professional integrity.

Rachman's Theory of Courage asserts that courage is not the absence of fear but the deliberate choice to act despite it. It emphasizes the significance of perceived risk, coping strategies, and moral purpose as motivators for courageous behavior. In the teaching profession, educators encounter numerous fear-inducing circumstances—ranging from classroom management difficulties and curriculum reforms to the pressures of accountability and performance evaluation. The courage to persevere, take innovative action, and uphold ethical values despite these challenges embodies Rachman's notion of courage as a learned, adaptive, and situational construct. On the other hand, Goleman's Theory of Emotional Intelligence highlights self-awareness, self-regulation, motivation, empathy, and social skills as essential components for effective interpersonal and intrapersonal functioning. Teachers with high emotional intelligence are more adept at managing classroom dynamics, fostering empathetic connections with students, and maintaining emotional stability during stressful situations.

Anchoring this study on both theories justifies the exploration of how courage and emotional intelligence interact to influence teachers' professional behavior. Together, they offer a comprehensive framework for

understanding how emotional competence and affective resilience enable educators to thrive, adapt, and lead meaningfully amidst the complexities of the modern educational landscape. Courage Quotient (CQ) represents an individual's capacity to act despite fear, uncertainty, or adversity in pursuit of meaningful goals. It encompasses the ability to make difficult choices, endure challenges, and adapt to changing circumstances with resilience and integrity. In the educational context, teachers' courage quotient reflects their willingness to take professional risks, persist through obstacles, remain adaptable amidst reforms, and manage fear in high-pressure situations. The dimension of risk-taking reflects one's readiness to step beyond comfort zones and face potential failure or criticism. According to Woodard (2018), courage involves embracing calculated risks aligned with one's values and responsibilities rather than impulsive behavior. For teachers, risk-taking manifests in implementing innovative teaching methods, advocating for student welfare, or challenging established norms to improve learning outcomes. This form of courage is vital in fostering creativity and progressive change in education.

Persistence, another core dimension, pertains to sustained effort and determination despite setbacks. As noted by Rate and Sternberg (2020), persistence is a behavioral expression of courage that signifies commitment to long-term goals in the face of fatigue, frustration, or repeated failure. Teachers exemplify this when they continue striving for student success despite limited resources or external pressures. Persistence transforms courage into consistent professional practice. Adaptability refers to the capacity to remain flexible and positive when confronted with change or uncertainty. Kim and Kim (2021) assert that adaptability is a crucial indicator of psychological courage, allowing individuals to modify their strategies and perspectives to meet evolving demands. In educational settings, adaptable teachers navigate curriculum reforms, technology integration, and diverse learner needs with resilience and creativity. Lastly, managing fear encompasses the ability to recognize and regulate emotions to act effectively despite anxiety or apprehension. Pury and Lopez (2019) emphasize that courage is not the absence of fear but the mastery of it through emotional regulation and cognitive reframing. Teachers who effectively manage fear demonstrate emotional balance and confidence even in stressful or ambiguous situations. Collectively, these four dimensions—risk-taking, persistence, adaptability, and managing fear—define the Courage Quotient as a multifaceted construct essential for teachers' professional growth, resilience, and leadership in today's dynamic educational landscape.

Emotional Intelligence (EI) is a multifaceted construct that encompasses the capacity to recognize, understand, and manage one's own emotions while effectively navigating social relationships. It plays a crucial role in shaping interpersonal interactions, decision-making, and overall professional effectiveness. Within the teaching profession, emotional intelligence influences how educators connect with students, handle classroom challenges, and sustain professional well-being. Goleman's model of EI highlights five essential domains: self-awareness, self-regulation, motivation, empathy, and social skills, each contributing to an individual's holistic emotional competence. Self-awareness refers to the ability to recognize one's emotions, strengths, and limitations and understand their impact on others. According to Serrat (2017), self-awareness serves as the foundation of emotional intelligence because it enables individuals to act with clarity and authenticity. For teachers, this means being mindful of their emotional responses during classroom interactions and using that awareness to guide effective decision-making. Self-regulation involves managing disruptive emotions and impulses to maintain control and adaptability. Boyatzis et al. (2018) emphasized that emotionally intelligent individuals can channel their emotions constructively, leading to greater professional resilience and stability. Teachers who self-regulate can remain composed amid classroom stressors, fostering a supportive and calm learning environment.

Motivation, another vital domain, represents an individual's drive to achieve goals with optimism and commitment. Motivated teachers display enthusiasm for continuous learning and perseverance in achieving educational excellence (Côté & Miners, 2018). Such motivation sustains passion and dedication despite institutional or situational challenges. Empathy is the capacity to understand and share the feelings of others. It allows teachers to connect deeply with students, recognize their emotional needs, and respond compassionately. Davis (2018) highlighted empathy as a cornerstone of effective teaching, promoting trust, respect, and inclusion in the classroom. Lastly, social skills refer to the ability to manage relationships, communicate effectively, and build collaboration. According to Schlegel (2020), strong social skills enable teachers to foster teamwork, resolve

conflicts, and engage positively with stakeholders. Together, these domains form the essence of emotional intelligence, empowering educators to cultivate emotionally supportive, inclusive, and resilient learning environments.

The present study assumes that courage quotient (CQ) and emotional intelligence (EI) are positively related among public elementary school teachers in the Aritao II District. It is presumed that teachers who demonstrate higher levels of courage—characterized by risk-taking, persistence, adaptability, and the ability to manage fear—are also likely to exhibit greater emotional intelligence across self-awareness, self-regulation, motivation, empathy, and social skills. The study assumes that the capacity to face professional challenges with courage enhances teachers' emotional stability, interpersonal relationships, and classroom management. Conversely, emotionally intelligent teachers may draw upon their emotional awareness and regulation to act courageously in times of uncertainty or adversity. Thus, courage and emotional intelligence are viewed as complementary constructs that jointly contribute to teachers' resilience, professional effectiveness, and well-being. These assumptions provide a foundational basis for exploring their interrelationship within the educational context of Aritao II District.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to examine the relationship between courage quotient and emotional intelligence among public elementary school teachers in the Aritao II District, Nueva Vizcaya. The descriptive component determined the levels of courage quotient and emotional intelligence, while the correlational component assessed the strength and direction of the relationship between the two variables without manipulating any conditions. Anchored on positivist and empiricist paradigms, the study utilized validated survey instruments and statistical techniques to transform abstract constructs—such as courage, fear management, and emotional regulation—into measurable data. The design was appropriate for identifying patterns, trends, and associations among psychological and professional competencies within the teaching context and for generating empirical bases for educational leadership and professional development interventions.

Research Setting. The study was conducted in the Aritao II District under the Schools Division of Nueva Vizcaya, Philippines. The district comprises twelve public elementary schools serving rural and semi-urban communities, with approximately 110 teachers and 2,200 learners. The diversity in school size, resources, and learner population provided a representative context for examining teachers' courage quotient and emotional intelligence within the Philippine basic education system.

Participants and Sampling. Eighty-five (85) public elementary school teachers participated in the study, representing 77.27% of the total teacher population. The sample size was determined using Slovin's formula with a 0.05 margin of error. Stratified sampling was employed, with each school treated as a stratum, followed by simple random sampling to ensure proportional representation and minimize sampling bias.

Research Instruments - Two validated questionnaires were utilized:

- **Courage Quotient Questionnaire** – a 40-item instrument developed by Abdulrahem et al. (2024), measuring risk-taking, persistence, adaptability, and managing fear. The instrument demonstrated high reliability (Cronbach's alpha = 0.809). Responses were rated on a four-point Likert scale ranging from "Seldom" (1) to "Always" (4).
- **Emotional Intelligence Questionnaire** – a 50-item instrument based on Goleman's framework, developed by the MyNavy HR–Expanded Operational Stress Control Project (2023), measuring self-awareness, self-regulation, motivation, empathy, and social skills. Responses were rated on a four-point scale from "Never" (1) to "Always" (4).

Both instruments underwent content validation and reliability testing to ensure suitability for the study.

Data Collection Procedure. Formal approval was obtained from the District Supervisor and school heads prior to data collection. Participants were oriented on the study's objectives, procedures, and ethical considerations. Informed consent was secured, and participation was voluntary. Questionnaires were administered in printed and online formats, with standardized instructions provided to all respondents. Completed responses were collected, encoded, and stored in a secure database. Confidentiality and anonymity were strictly maintained throughout the research process.

Data Analysis. Data were analyzed using descriptive and inferential statistics. The mean was used to determine the levels of courage quotient and emotional intelligence. Pearson Product-Moment Correlation Coefficient (r) was employed to determine the relationship between the two variables. Statistical significance was tested at the 0.05 level.

Ethical Considerations. The study adhered to ethical research standards, including informed consent, voluntary participation, confidentiality, and anonymity. Data were securely stored and used solely for academic purposes.

4. Results and Discussion

This study sought to examine the levels of Courage Quotient (CQ) and Emotional Intelligence (EI) among 85 public elementary school teachers in the Aritao II District during the first semester of the academic year 2025–2026. Employing a quantitative research design with a descriptive–correlational approach, the investigation focused on determining the nature and extent of the relationship between the dimensions of courage quotient and emotional intelligence among the teacher-respondents. Courage Quotient was conceptualized through four core dimensions: risk-taking, persistence, adaptability, and managing fear. Emotional Intelligence, on the other hand, was examined across five domains, namely self-awareness, self-regulation, motivation, empathy, and social skills. These constructs were measured using standardized self-report questionnaires, which served as the primary data-gathering instruments for the study.

While the use of standardized questionnaires enabled systematic, efficient, and large-scale data collection, this method also entails certain limitations. Self-report measures rely on participants' perceptions and subjective assessments of their own behaviors and competencies. As such, although the instruments provide meaningful insights into teachers' perceived levels of courage and emotional intelligence, they may not fully capture the contextual depth, situational dynamics, or actual behavioral manifestations of these constructs. Consequently, the findings should be interpreted with due caution, recognizing that the results reflect self-perceived attributes rather than direct observations or performance-based evaluations.

The study was grounded in two established theoretical frameworks: Biswas-Diener's (2012) Courage Quotient Framework and Goleman's (2005) Model of Emotional Intelligence. These theories served as the conceptual foundation for defining, operationalizing, and analyzing the key variables, as well as for interpreting the results within a coherent theoretical context. This study aimed to determine the perceived level of courage quotient among the teacher-respondents in terms of risk-taking, persistence, adaptability, and managing fear, as well as to assess their perceived level of emotional intelligence across the domains of self-awareness, self-regulation, motivation, empathy, and social skills. It further seeks to examine the significant relationship between the dimensions of courage quotient and the overall emotional intelligence of the teacher-respondents. Based on the significant findings of the study, an educational management intervention program was developed to enhance teachers' courage quotient and emotional intelligence.

The following are the significant findings of the study.

- The perceived courage quotient of the respondents obtained an overall grand mean of 3.65, interpreted as Very Good, indicating a high and consistent level of courage across all dimensions. This suggests that the respondents are generally confident, resilient, and proactive in handling challenges and sustaining

professional effectiveness. Among the dimensions, Persistence ranked highest ($\bar{x} = 3.73$, Very Good), reflecting strong determination and commitment despite difficulties. Adaptability followed closely ($\bar{x} = 3.69$, Very Good), indicating a strong ability to adjust to change and respond flexibly to new demands. Delegating ranked third ($\bar{x} = 3.63$, Very Good), showing confidence in sharing responsibilities and fostering collaboration. Risk-taking recorded the lowest mean ($\bar{x} = 3.58$, Very Good), suggesting a tendency toward cautious and well-considered decision-making rather than impulsive actions.

- The respondents demonstrated a very high level of emotional intelligence, as reflected by the grand mean of 3.59, indicating strong emotional awareness, regulation, and interpersonal competence essential for effective teaching and professional functioning. This suggests that teachers are highly capable of managing emotions to support sound decision-making, positive relationships, and a harmonious classroom environment. Among the dimensions, Social Skills ranked highest ($\bar{x} = 3.67$), highlighting strong communication, collaboration, and relationship management abilities. This was followed by Self-Awareness ($\bar{x} = 3.62$), reflecting a strong understanding of personal emotions and professional capacities. Empathy ($\bar{x} = 3.56$) and Self-Regulation ($\bar{x} = 3.55$) also obtained very high ratings, indicating sensitivity to others' emotions and effective emotional control under stress. Motivation ranked lowest ($\bar{x} = 3.53$), yet remained very high, suggesting strong intrinsic drive and commitment to professional goals.
- There is a strong, positive, and statistically significant correlation between Courage Quotient and Emotional Intelligence ($r = 0.760$, $p = 0.001$), indicating that teachers with higher levels of courage also tend to demonstrate higher emotional intelligence, including emotional awareness, regulation, motivation, empathy, and social skills. This relationship underscores the role of courage in supporting effective teaching and positive interpersonal functioning. Among the courage dimensions, Managing Fear showed the strongest association with emotional intelligence ($r = 0.739$), followed by Adaptability ($r = 0.691$), both reflecting very significant relationships. Risk-Taking displayed a moderate positive correlation ($r = 0.567$), while Persistence had the lowest yet still significant correlation ($r = 0.475$), indicating that all dimensions of courage are meaningfully related to emotional intelligence.
- The educational management intervention was designed based on the lowest-rated benchmark statements of Courage Quotient and Emotional Intelligence to address priority development needs. For Courage Quotient, the focus is on strengthening innovation, perseverance, adaptability, and fear management. For Emotional Intelligence, the intervention targets emotional awareness, stress regulation, task prioritization, empathy, and intrinsic motivation. This data-driven approach ensures a relevant and focused program that enhances teachers' resilience, emotional competence, and professional effectiveness.

5. Conclusions

Based on the findings of the study, the following conclusions are drawn:

- The courage quotient of the respondents is very good, reflecting a consistently high level of courage across all dimensions. This indicates that the teachers can face challenges, adapting to change, and maintaining professional effectiveness in their roles.
- The respondents demonstrated a very high level of emotional intelligence, indicating strong emotional awareness, self-regulation, and interpersonal competencies essential for effective teaching and professional functioning.
- There is a strong, positive, and statistically significant correlation between Courage Quotient and Emotional Intelligence, suggesting that teachers with higher levels of courage also tend to exhibit higher emotional intelligence, including emotional awareness, regulation, motivation, empathy, and social skills.

- The educational management intervention was developed based on the lowest-rated benchmark statements of Courage Quotient and Emotional Intelligence, ensuring that the program addresses priority development needs and supports targeted professional growth.

Recommendations - Based on the conclusions of the study, the following recommendations are proposed:

- School administrators and teacher development coordinators may implement programs and activities that foster the development of courage among teachers. Initiatives may include scenario-based workshops, peer coaching, and action-learning projects that encourage risk-taking, adaptability, persistence, and effective fear management. By strengthening these dimensions, teachers can become more confident in decision-making, innovation, and handling challenges in dynamic classroom environments.
- Professional development programs may be designed to enhance teachers' emotional intelligence, focusing on self-awareness, self-regulation, motivation, empathy, and social skills. Activities such as reflective practice exercises, mindfulness training, emotional regulation workshops, and collaborative group tasks can equip teachers with the skills necessary to manage their own emotions, understand students' needs, and maintain positive interpersonal relationships, thereby improving teaching effectiveness and classroom climate.
- Given the strong positive correlation between Courage Quotient and Emotional Intelligence, teacher development programs may adopt an integrated approach that simultaneously addresses both constructs. Combining strategies that cultivate courage with exercises that enhance emotional intelligence can create synergistic effects, enabling teachers to demonstrate resilience, innovation, and emotional competence in professional contexts.
- Schools should regularly conduct assessments to identify specific areas of development in both courage and emotional intelligence among teachers. Using these empirical findings, educational management interventions can be tailored to target priority areas, ensuring that professional development initiatives are contextually relevant, strategically focused, and capable of promoting sustained teacher growth and effectiveness.
- Future studies may replicate this research across different educational contexts, grade levels, and geographic regions to validate and generalize the findings. Replication can also explore additional variables that may influence the relationship between Courage Quotient and Emotional Intelligence, providing a more comprehensive understanding of teacher competencies and informing the design of more effective professional development programs.

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