

Emotional mastery of public elementary school teachers: Basis for developing educational administration intervention strategies in Aritao II District

Apiado, Jojie

Department of Education- SDO Nueva Vizcaya, Philippines

Nauí, Jesusa L. 

Nueva Vizcaya State University, Philippines

Agustin, Arnel A.

Nueva Vizcaya State University, Philippines



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 8 July 2026

Available Online: 21 August 2026

Revised: 17 August 2026

DOI: 10.5861/ijrse.2026.26212

Accepted: 20 August 2026

Abstract

This study examined the emotional mastery of public elementary school teachers in Aritao II District during School Year 2025–2026. A convergent-parallel mixed-methods design with a descriptive-correlational approach was employed to gather both quantitative and qualitative data. Data was obtained using validated and reliable instruments and analyzed through mean, Spearman Rank Correlation Coefficient, and thematic analysis. The level of significance was set at 0.05. Findings revealed that teachers demonstrated a very high level of emotional mastery ($GM = 4.67$), indicating strong competencies in emotional awareness, regulation, expression, and decision-making. Among the dimensions, trust-building emotional regulation obtained the highest mean, followed by stability-centered emotional influence, confidence-inspiring emotional expression, and emotion-guided wise decision-making. Significant positive relationships were found among all dimensions, confirming their interconnected nature as components of an integrated emotional mastery framework. Qualitative results generated five themes on emotional regulation for trust-building and classroom stability, and six themes on emotional awareness in decision-making across instructional and interpersonal contexts. These findings highlighted teachers lived experiences of managing emotions to foster supportive learning environments. Based on the results, a training program entitled Project EMPOWER: Enhancing Emotional Mastery for Professional Well-Being, Effective Relationships, and Reflective Teaching was developed. The study concluded that emotional mastery is a highly developed and interrelated construct among teachers, essential for effective classroom management and professional practice. It is recommended that schools implement continuous training programs to sustain and enhance teachers' emotional competencies.

Keywords: emotional mastery, mixed methods, teachers, classroom management, Aritao II District

Emotional mastery of public elementary school teachers: Basis for developing educational administration intervention strategies in Aritao II District

1. Introduction

The teaching profession in the 21st century demands more than cognitive competence and pedagogical expertise; it requires a high level of emotional mastery that enables teachers to navigate complex human interactions in the classroom. Around the world, teachers are constantly exposed to diverse learners, varying expectations, and emotionally charged situations that test their patience, resilience, and judgment. In this context, emotional mastery becomes a crucial attribute that allows teachers to regulate their feelings, express emotions constructively, and maintain professional relationships. When teachers effectively manage their emotions, they create a supportive and psychologically safe learning environment that enhances student engagement and academic success. Thus, emotional mastery is not merely a personal trait but a professional necessity that significantly influences teaching effectiveness.

Globally, emotional mastery has been increasingly recognized as a critical factor in teaching effectiveness and professional well-being. Recent studies highlight that teachers who demonstrate strong emotional regulation, resilience, and adaptive emotional responses are more capable of sustaining high levels of instructional quality and classroom engagement (Wang et al., 2023). Emotional mastery enables educators to manage stress, maintain motivation, and respond constructively to challenges, thereby enhancing both teacher performance and student outcomes. Furthermore, interventions aimed at improving emotional regulation and related competencies have been found to significantly strengthen teachers' professional capabilities, indicating that emotional mastery can be cultivated through systematic training and support (Gilar-Corbi et al., 2018). These findings affirm the growing global emphasis on emotional mastery as an essential component of effective teaching practice. Moreover, the ability of teachers to demonstrate emotional stability, inspire confidence, and make wise decisions in emotionally demanding situations reflects the depth of their professional maturity. Teachers who possess strong emotional mastery are better equipped to handle classroom conflicts, respond to learners' needs with empathy, and sustain positive interactions with colleagues and stakeholders. These competencies contribute to a harmonious school climate and foster a culture of trust and collaboration. Consequently, strengthening emotional mastery among teachers is essential in ensuring not only instructional quality but also the overall well-being of the educational community.

In the Philippine educational context, emotional mastery plays a vital role in shaping teachers' professional behavior and classroom management practices. Teachers who exhibit a high level of emotional mastery are better equipped to address diverse learner needs, manage classroom dynamics, and foster positive relationships within the school community (Revira & Hinacay, 2025). The current educational landscape in the country, which emphasizes learner-centered and inclusive education, requires teachers to be emotionally responsive and adaptable. Emotional mastery allows teachers to remain composed under pressure, communicate effectively, and demonstrate empathy, all of which are necessary for creating a conducive learning environment and promoting holistic student development.

At the local level, particularly in Aritao II District, public elementary school teachers face contextual challenges such as varied student backgrounds, resource limitations, and increasing administrative demands. These realities necessitate a strong foundation of emotional mastery to sustain professional effectiveness and maintain positive interpersonal relationships. However, there is a need to systematically examine how teachers demonstrate emotional mastery in terms of regulating emotions, expressing confidence, influencing stability, and making sound decisions in emotionally complex situations. Identifying these aspects is essential in understanding their current level of emotional competence and in determining areas for improvement. Hence, this study on the emotional mastery of public elementary school teachers is a significant undertaking that seeks to explore the role of emotions

in educational practice. By focusing on the dimensions of trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making, the research aims to provide a comprehensive basis for developing educational administration intervention strategies. These strategies are expected to enhance teachers' emotional mastery, strengthen their professional capabilities, and ultimately improve the quality of education in Aritao II District.

This study on the emotional mastery of public elementary school teachers is strongly anchored on global, national, and institutional research and development priorities, ensuring its relevance and contribution to educational advancement. At the global level, the research aligns with the United Nations Sustainable Development Goals (SDGs), particularly Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Emotional mastery among teachers directly contributes to this goal by enhancing teaching effectiveness, fostering positive learning environments, and supporting the holistic development of learners. Teachers who demonstrate emotional mastery are better equipped to address diverse student needs, thereby promoting inclusive education and improving learning outcomes.

In addition, the study supports Sustainable Development Goal 3, as emotional mastery is closely linked to teachers' mental health, stress management, and overall well-being. Teachers who are emotionally competent are more resilient and less susceptible to burnout, enabling them to sustain productivity and maintain positive engagement in their professional roles. Likewise, the research aligns with Sustainable Development Goal 8, which promotes productive employment and decent work conditions. Emotional mastery enhances workplace relationships, professionalism, and job satisfaction, contributing to a more effective and motivated teaching workforce. Furthermore, the study resonates with Sustainable Development Goal 16, as emotionally masterful teachers foster harmonious classroom environments, promote respect, and contribute to building inclusive and peaceful school communities.

At the national level, this research is anchored on the National Research Council of the Philippines through the National Research Agenda for Teacher Education (NRATE), which underscores the importance of teacher quality, professional development, and innovative teaching practices. Emotional mastery is integral to teacher quality as it enhances classroom management, instructional delivery, and professional relationships. By examining the emotional dimensions of teaching, the study contributes to the NRATE priority areas focusing on teacher competence, well-being, and effectiveness in diverse educational contexts. Furthermore, this study supports the research thrusts of the Department of Education (DepEd), particularly the Basic Education Research Agenda (BERA), which emphasizes teaching and learning, human resource development, governance, and cross-cutting concerns that contribute to continuous educational improvement. Emotional mastery is fundamentally connected to these priority areas because it influences teachers' instructional effectiveness, classroom management, professional decision-making, and the quality of their relationships with learners, colleagues, school leaders, and other stakeholders. By generating empirical evidence on teachers' emotional competencies, the study provides a strong basis for developing evidence-based intervention programs that promote teacher well-being, professional growth, and organizational effectiveness.

Moreover, the study reinforces the objectives of the Philippine Professional Standards for Teachers (PPST) by highlighting the importance of emotional competence in achieving the professional expectations set for Filipino teachers. Emotional mastery supports several PPST domains, particularly Domain 2: Learning Environment, where teachers are expected to establish safe, secure, fair, and supportive learning environments; Domain 3: Diversity of Learners, which requires teachers to demonstrate empathy, respect, and responsiveness to learners' varied needs; Domain 6: Community Linkages and Professional Engagement, which emphasizes positive professional relationships and collaboration with parents and the community; and Domain 7: Personal Growth and Professional Development, which encourages teachers to engage in reflective practice, emotional self-regulation, and continuous professional learning. Consequently, strengthening teachers' emotional mastery contributes not only to improved classroom practices and learner outcomes but also to the attainment of the PPST indicators that

define teacher quality and professional excellence in the Philippine educational system.

At the institutional level, the research is aligned with the Nueva Vizcaya State University Research Agenda, which prioritizes human capital development, organizational effectiveness, and community-responsive research. Emotional mastery is a critical component of human capital, particularly in the education sector, as it shapes teachers' professional behavior, resilience, and productivity. The findings of this study can inform institutional initiatives aimed at strengthening faculty development and enhancing the quality of education in the region. Finally, the study is consistent with the research agenda of the College of Teacher Education, which focuses on developing competent, reflective, and values-oriented educators. Emotional mastery supports this goal by promoting self-awareness, ethical decision-making, and positive interpersonal relationships among teachers. By addressing key dimensions such as trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making, the research provides a strong foundation for developing targeted educational administration intervention strategies that will benefit both teachers and learners.

The study assumes that public elementary school teachers in Aritao II District possess varying levels of emotional mastery that can be systematically measured across the dimensions of trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making. It is further assumed that respondents will provide honest and accurate responses to the research instrument. The study also presumes that emotional mastery significantly influences teachers' professional behavior and effectiveness. Finally, it is assumed that the findings of the study will serve as a valid basis for developing appropriate educational administration intervention strategies.

The main aim of the study is to look into the emotional mastery of the public elementary school teachers in Aritao II District during the academic year 2026-2027. Specifically, it answered the following specific questions.

- What is the assessment of the respondents of their emotional mastery level along the components of trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making.
- Are there significant relationships between and among the components of emotional mastery of the respondents?
- How do teachers describe their experiences in managing their emotions in ways that help build trust, inspire confidence, and maintain a stable learning environment in their classrooms?
- How do teachers utilize emotional awareness and control when making important decisions related to classroom management, instruction, and relationships with students and colleagues?
- Based on the significant findings of the study, what educational administration intervention could be crafted by the researcher?

2. Related Literature

This study on the emotional mastery of public elementary school teachers in Aritao II District is anchored on Emotional Intelligence Theory (Goleman, 1995, 1998) and Transformational Leadership Theory (Burns, 1978; Bass, 1990). Emotional Intelligence Theory emphasizes the capacity of individuals to recognize, understand, and manage their emotions as well as those of others to achieve effective personal and professional outcomes. In the context of teaching, emotional mastery is manifested through the ability to regulate emotions to build trust, express confidence that motivates learners, maintain stability in challenging situations, and make informed decisions guided by emotional awareness. These competencies align closely with Goleman's four domains of emotional intelligence: self-awareness, self-regulation, social awareness, and relationship management (Goleman, 1998). By anchoring the study on this theory, the research systematically examines how teachers' emotional competencies

influence classroom management, instructional practices, and interpersonal relationships within the school environment.

Transformational Leadership Theory further supports the study by illustrating how emotionally masterful individuals can inspire and motivate others through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1990). Teachers who exhibit emotional mastery naturally embody transformational leadership qualities by fostering a positive learning climate, modeling appropriate emotional responses, and influencing students and colleagues toward shared goals. For example, a teacher who remains composed under pressure and communicates confidence can encourage students to remain focused and resilient, creating an environment conducive to learning and collaboration. Emotional mastery, therefore, not only enhances teachers' professional effectiveness but also serves as a foundation for informal transformational leadership within educational settings.

Anchoring the study in these two theories provides a robust conceptual framework for understanding the dynamics of emotional competence in teaching. Emotional Intelligence Theory explains the internal mechanisms of emotional regulation and expression, while Transformational Leadership Theory highlights the outward impact of these emotional competencies on learners, colleagues, and the broader school community. Together, these theories provide a strong foundation for exploring the four dimensions of emotional mastery—trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making—and for designing educational administration interventions that strengthen teachers' professional and leadership capacities.

Emotional mastery is increasingly recognized as a critical attribute in professional and organizational settings, particularly in education, where teachers must navigate complex interpersonal dynamics and high-stress situations. Emotional mastery refers to the ability to recognize, regulate, and effectively apply one's emotions in a way that promotes personal effectiveness, fosters positive relationships, and facilitates sound decision-making (Goleman, 1998; Kammrha, 2026). Unlike mere emotional intelligence, which often emphasizes awareness and understanding of emotions, emotional mastery underscores the consistent application of emotional regulation and expression to achieve constructive outcomes in professional contexts (Mayer et al., 2019). In teaching, emotional mastery is essential for creating a supportive learning environment, maintaining classroom stability, inspiring learner confidence, and making ethical and reflective decisions under pressure.

The conceptualization of emotional mastery is anchored on four interrelated dimensions: trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making. Each of these dimensions contributes uniquely to the overall competence of teachers and their effectiveness in educational settings. Trust-building emotional regulation refers to the ability of an individual to manage and control emotional responses in ways that foster credibility, openness, and psychological safety in relationships (Kammrha, 2026). Teachers who exhibit this dimension respond to challenging situations calmly, fairly, and consistently, thereby establishing a sense of reliability and trustworthiness among students, colleagues, and administrators. Emotional regulation allows teachers to pause before reacting, consider the consequences of their actions, and choose responses that reinforce respect and mutual understanding (Gross, 2018). In educational settings, trust is fundamental for effective classroom management, collaboration with colleagues, and engagement with the broader school community. Teachers who effectively regulate their emotions can reduce conflict, improve student-teacher relationships, and promote a culture of transparency and accountability (Poulou et al., 2019).

Research highlights that emotional regulation is closely linked to professional well-being and performance. Teachers with strong self-regulation skills report lower levels of burnout and stress, higher job satisfaction, and improved instructional quality (Jennings & Greenberg, 2019). Thus, trust-building emotional regulation not only benefits interpersonal relationships but also enhances teachers' resilience and capacity to maintain sustained professional performance under pressure. Confidence-inspiring emotional expression is the ability to communicate

emotions constructively in a manner that motivates, reassures, and inspires others (Kammrha, 2026). In the classroom, this dimension enables teachers to project composure and optimism, even in the face of challenges, thereby encouraging students to remain engaged and confident in their learning abilities. Teachers who express confidence through emotional control can instill a sense of security and motivation among learners, contributing to an environment that supports achievement and creativity (Reyes et al., 2019).

Emotionally expressive teachers can model positive behavior and coping strategies, influencing students' emotional and social development. Constructive emotional expression also strengthens peer relationships and fosters professional collaboration, as colleagues are more likely to respond positively to individuals who communicate emotions in a controlled, motivating, and empathetic manner (Flook et al., 2018). In essence, confidence-inspiring emotional expression allows teachers to leverage emotions as a tool for motivation, reassurance, and leadership within the classroom and school community. Stability-centered emotional influence emphasizes the capacity of individuals to maintain a calm, composed, and balanced presence that promotes stability in the environment (Kammrha, 2026). Teachers with this dimension can provide reassurance and guidance during stressful situations, conflicts, or periods of uncertainty. By maintaining composure, they reduce tension, support cooperative behavior, and enhance productivity among students and staff (Herman et al., 2020).

In classrooms, emotionally stable teachers serve as anchors of calm, modeling adaptive coping strategies that help students navigate their own emotional experiences. Stability-centered influence also supports team cohesion among educators, as emotionally controlled individuals are better able to manage conflicts and facilitate collaborative problem-solving (Jennings et al., 2019). Consequently, emotional stability is not only an individual asset but also a relational and organizational resource that strengthens the overall learning and working environment. Emotion-guided wise decision-making refers to the integration of emotional awareness with rational analysis in the process of judgment and problem-solving (Kammrha, 2026). Teachers who possess this competency are able to recognize their emotions, understand their influence on behavior, and deliberately use this awareness to inform decisions. This dimension is critical in educational practice, where decisions regarding classroom management, instructional strategies, and student engagement often require careful consideration of both cognitive and emotional factors (Petrides et al., 2018).

Emotion-guided decision-making allows teachers to act ethically, respond appropriately to unexpected challenges, and balance competing priorities effectively. By combining emotional insight with rational deliberation, educators can make decisions that are fair, considerate, and strategically sound, benefiting both learners and the educational institution (Fiori et al., 2019). Moreover, this dimension contributes to professional credibility and leadership, as teachers who make emotionally informed decisions are perceived as reliable, competent, and influential by students and colleagues alike. It is noted by the current researcher that the emotional mastery is a multifaceted construct that plays a central role in teaching effectiveness, professional relationships, and school climate. Its four dimensions—trust-building emotional regulation, confidence-inspiring emotional expression, stability-centered emotional influence, and emotion-guided wise decision-making—collectively enhance teachers' capacity to navigate complex emotional and professional challenges. Anchored in recent research on emotional competence, these dimensions provide a comprehensive framework for understanding and developing interventions aimed at improving teacher performance, learner outcomes, and educational leadership. The study of emotional mastery is therefore critical not only for individual professional growth but also for fostering supportive, resilient, and effective educational environments.

3. Methodology

Research Design. The study utilized a convergent parallel mixed-methods design in combination with a descriptive-correlational research procedure. The mixed-methods design enabled the concurrent collection and independent analysis of quantitative and qualitative data, followed by their integration to develop a comprehensive understanding of teachers' emotional mastery. The descriptive-correlational component was used to determine the level of teachers' emotional mastery and examine the relationships among its dimensions. This approach provided

an empirical basis for identifying patterns in teachers' emotional competencies and for developing appropriate educational administration interventions. The design was considered appropriate for Aritao II District because of its rural and resource-limited educational context, where experimental manipulation was neither practical nor appropriate. The integration of quantitative and qualitative evidence also strengthened the contextual interpretation and credibility of the study.

Research Setting. The study was conducted in the Department of Education Aritao II District, Nueva Vizcaya, which consists of twelve public elementary schools serving rural and semi-urban communities. Collectively, the schools employ 110 teachers and serve more than 2,200 learners. The participating schools differed in terms of teacher population, enrollment, and available resources. Larger schools, such as Comon Central School and Beti Elementary School, represented settings with relatively large teacher and learner populations, while smaller schools such as Anayo Elementary School and Tabueng Elementary School reflected contexts characterized by fewer personnel, limited resources, and the need for flexible teaching practices. These differences provided a meaningful context for examining emotional mastery across varying school environments. The district also operates within a leadership environment in which school heads and teacher-in-charge leaders provide instructional guidance, manage resources, and implement Department of Education programs and policies. The study therefore considered the school environment and leadership context as relevant to teachers' emotional competencies and professional experiences.

Participants and Sampling. The study involved 85 public elementary school teachers, representing 77.27% of the total population of 110 teachers in the district. The sample size was determined using the Raosoft Online Sample Calculator with a 0.05 margin of error. A stratified sampling technique was employed, with each school treated as a separate stratum. Simple random sampling was subsequently used within each stratum to select teacher-respondents. This procedure ensured representation from the participating schools while providing each teacher with an equal opportunity for selection and reducing potential sampling bias.

Research Instrument. The primary instrument was the 32-item Emotional Mastery Descriptive Questionnaire developed and validated by Naui et al. (2026). The instrument measured teachers' emotional mastery across four components and demonstrated a Cronbach's alpha of 0.837, indicating high reliability and internal consistency. The questionnaire utilized a five-point response scale: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Seldom, and 1 – Never. The responses were interpreted using the following ranges: Mean scores were interpreted as follows: 4.50–5.00 indicated Always and was classified as Outstanding; 3.50–4.49 indicated *Often* and was classified as Very Good; 2.50–3.49 indicated Sometimes and was classified as Good; 1.50–2.49 indicated Seldom and was classified as Fair; and 1.00–1.49 indicated Never and was classified as Poor.

Data Collection Procedure. Prior to data collection, formal approval was obtained from the District Supervisor of Aritao II District. The researcher then coordinated with the school heads to establish appropriate schedules for administering the research instrument without disrupting regular school operations. An orientation was conducted for the selected participants to explain the purpose, objectives, and procedures of the study. Participation was voluntary, and informed consent was obtained before administration of the questionnaire. Participants were also informed of their right to withdraw from the study at any time without penalty. The validated questionnaire was administered in printed form, with respondents given three to five working days to complete it. The researcher remained available to provide clarification when necessary. Completed questionnaires were personally retrieved, encoded, and stored in a password-protected database accessible only to the researcher and thesis adviser.

Ethical Considerations. Ethical principles were observed throughout the research process. These included informed consent, voluntary participation, confidentiality, privacy, and the protection of participants' rights. Identifying information was excluded from the analysis and reporting, and only aggregated data were used in presenting the results.

Statistical Analysis. The mean was used to determine the level of emotional mastery among public

elementary school teachers and their perceived need for educational administration intervention strategies. The mean provided a summary measure of respondents' perceptions and allowed the researcher to identify general patterns within the data. The Spearman rank-order correlation was used to examine the significant relationships between the dimensions of emotional mastery and indicators associated with the development of educational administration intervention strategies. This analysis determined the strength and direction of associations among the variables.

4. Conclusions

- The respondents demonstrated a very high level of emotional mastery, indicating that they possess strong competencies in emotional awareness, regulation, expression, and decision-making, which are consistently applied in their professional roles to foster positive classroom environments and effective teaching practices.
- The components of emotional mastery were found to be significantly interrelated, indicating that each dimension functions as part of an integrated framework in which emotional regulation, expression, stability, and decision-making mutually reinforce one another in shaping teachers' overall emotional competence.
- Emotional mastery among public elementary school teachers is characterized by the conscious regulation of emotions, enabling them to demonstrate fairness, build trust, maintain positive relationships, and create a safe, stable, and supportive learning environment that promotes learner confidence and growth.
- Emotional mastery is the essence of teachers' lived experience, integrating awareness, regulation, empathy, and positive orientation to guide rational decision-making, strengthen relationships, and sustain classroom stability. It functions as a deliberate cognitive-emotional process that fosters fairness, collaboration, and supportive learning environments through controlled, reflective, and purpose-driven professional actions.
- A training design for teachers was developed by the researcher based on the quantitative and qualitative results.

Recommendations - Based on the significant findings of the study and the presented conclusions, the following recommendations are offered by the researcher.

- It is recommended that school administrators sustain and further strengthen teachers' high level of emotional mastery through continuous professional development programs such as seminars, workshops, and coaching sessions focused on emotional awareness, regulation, and reflective teaching practices. These capacity-building activities should reinforce teachers' ability to consistently apply emotional competencies in diverse classroom situations.
- Since the components of emotional mastery are significantly interrelated, it is recommended that training programs adopt an integrated approach that develops emotional regulation, emotional expression, classroom stability, and decision-making as interconnected competencies rather than isolated skills. This may be achieved through experiential learning activities, collaborative reflection, and scenario-based training.
- Teachers are encouraged to consciously sustain their emotional mastery practices by applying fairness, trust-building behaviors, and positive relationship strategies in daily classroom interactions. Schools may institutionalize mentoring systems and peer support mechanisms to reinforce emotionally stable and supportive learning environments.

- Educational leaders are encouraged to recognize emotional mastery as a core component of professional teaching practice. Thus, school-based policies should promote reflective practice, emotional wellness programs, and collaborative professional learning communities that enhance empathy, fairness, and emotionally informed decision-making among teachers.
- The developed training design may be implemented, monitored, and evaluated by school heads and education supervisors to ensure its effectiveness in strengthening teachers' emotional mastery and improving classroom outcomes. Feedback mechanisms should also be established for continuous improvement of the program.
- It is recommended that future researchers replicate this study in other educational settings such as different districts or regions and expand the investigation by incorporating additional variables such as leadership style, teacher resilience, job satisfaction, or student academic performance to further enrich the understanding of emotional mastery in education.

5. References

- Abasimi, E., Kamran, M., Han, X., & Gunu, I. M. (2025). Emotional intelligence and achievement motivation: A study of international students in selected Chinese universities. *International Journal of Psychology and Educational Studies*.
- Afeez Yekinni, S., & Ogbuanya, T. C. (2025). Mediating role of psychological adjustment ability on emotional intelligence–workshop/laboratory safety behaviour relationship among electrical/electronic technology students. *Discover Education*.
- Alonzo, F. M., & Domingo, R. P. (2022). Emotional intelligence training and instructional preparedness among pre-service teachers. *Philippine Journal of Teacher Education*, 12(3), 78–96.
- Amoncio, C. M. B., & Ubayubay, R. M. (2025). Teachers' emotion and social problem-solving skills in El Salvador City Division. *International Journal of Multidisciplinary Research and Analysis*.
- Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision*. *Organizational Dynamics*, 18(3), 19–31. [https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S)
- Britwum, F., Effrim, P. K., Aidoo, S., & Adjei, E. (2025). A moderated moderation modelling of gender and age on subjective well-being in the relationship between emotional intelligence and academic self-efficacy of students. *SAGE Open*.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Cardona-Isaza, A. de J., González-Barrón, R., Trujillo, A., & Montoya-Castilla, I. (2025). Effects of an emotional intelligence intervention on justice-involved adolescents. *International Journal of Emotional Education*.
- Chen, J., & King, R. B. (2020). *Emotions in learning, teaching, and leadership: Asian perspectives*. Routledge.
- De la Cruz, J. R., Reyes, E. A., & Villanueva, T. L. (2024). The role of teachers' emotional intelligence in student academic motivation. *Asian Journal of Educational Research*, 16(2), 112–130.
- Dissanayake, B., Valente, S., & Kodagoda, T. (2024). Emotional intelligence and conflict resolution in university students: The moderating effect of the need for power. *Electronic Journal of Research in Educational Psychology*.
- Edmondson, A. C., & Lei, Z. (2019). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 23–43. <https://doi.org/10.1146/annurev-orgpsych-012218-015208>
- Eisenman, J. (2025). Teaching emotional intelligence through classroom management. *Childhood Education*.
- Fang, C., & Sarao, G. (2026). Interaction mechanism between teachers' emotional intelligence experiences and conflict management styles. *Journal of Qualitative Research in Education*.
- Fiori, M., Antonakis, J., & Schuler, H. (2019). Emotional intelligence in organizational behavior: Review and theoretical perspectives. *Journal of Organizational Behavior*, 40(3), 273–286. <https://doi.org/10.1002/job.2345>

- Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2018). Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy. *Mind, Brain, and Education*, 12(3), 182–192. <https://doi.org/10.1111/mbe.12118>
- Frolova, Y. (2025). Privacy and emotional intelligence in technology-based learning. *Canadian Journal of Learning and Technology*.
- Gebregergis, W. T., Beraki, F., Michael, M., Ahmedin, M., Debesay, N., Atoshm, T., Tekleberhan, W., Kovacs, K. E., & Csukonyi, C. (2025). Levels of emotional intelligence and student engagement in Eritrean college students. *Hungarian Educational Research Journal*.
- Gilar-Corbi, R., Pozo-Rico, T., Sánchez, B., & Castejón, J. L. (2018). Can emotional competence be improved in primary school teachers? A quasi-experimental study. *International Journal of Educational Research*, 88, 149–157. <https://doi.org/10.1016/j.ijer.2018.02.003>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Gonzales, J. R., & Espino, L. A. (2019). Emotional intelligence and conflict resolution styles among high school teachers. *Western Visayas Educational Journal*, 8(2), 101–119.
- Griffith, R., Davison, K., Kight, L., & Stanmore, I. (2025). Supporting emotional intelligence and inferential comprehension using character analysis in picturebooks. *Reading Teacher*.
- Gross, J. J. (2018). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26.
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2020). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 22(3), 146–157. <https://doi.org/10.1177/1098300719875545>
- Iacolino, C., Cervellione, B., Isgro, R., Lombardo, E. M. C., Ferracane, G., Barattucci, M., & Ramaci, T. (2023). The role of emotional intelligence and metacognition in teachers' stress during pandemic remote working. *European Journal of Investigation in Health, Psychology and Education*, 13(1), 81–95. <https://doi.org/10.3390/ejihpe13010006>
- Jennings, P. A., & Greenberg, M. T. (2019). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654310363128>
- Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., & Greenberg, M. T. (2019). Impacts of mindfulness-based teacher training. *Journal of Educational Psychology*, 111(7), 1089–1105.
- Kammrha, D. (2026). *Emotional mastery is the crown of leadership*. Facebook. [10164051728329322&set=a.398246754321](https://www.facebook.com/10164051728329322&set=a.398246754321)
- Kim, M., & Kim, J. (2022). Emotional regulation and ethical decision-making in organizations. *Asian Journal of Social Psychology*, 25(2), 210–223.
- Li, X., Xu, Z., & He, Y. (2021). Emotional regulation and leadership effectiveness: The mediating role of trust. *Leadership & Organization Development Journal*, 42(5), 789–803.
- López González, J., Martínez, J. M., Lomboy, M., & Expósito, L. (2024). Study of emotional intelligence and leadership competencies in university students. *Cogent Education*.
- Martínez-Rodríguez, A., & Ferreira, C. (2025). Factors influencing the development of emotional intelligence in university students: A systematic review. *European Journal of Psychology of Education*.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2019). *The ability model of emotional intelligence: Principles and updates*. *Emotion Review*, 11(3), 229–237. <https://doi.org/10.1177/1754073919826546>
- Panagiotidou, A., Chatzigeorgiou, C., Christou, E., & Roussakis, I. (2025). Education leaders as managers: Exploring the relationship between emotional intelligence and psychological resilience. *Educational Process: International Journal*.
- Park, H. S., Kim, B. S. K., Chiang, J., & Ju, C. M. (2020). Acculturation, enculturation, and emotional regulation in Asian contexts. *Asian American Journal of Psychology*, 11(3), 135–145.
- Patel, A., Addicott, C., & Buelow, J. (2023). Instructors' emotional intelligence and learning engagement of online students. *European Journal of Open, Distance and E-Learning*.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2018). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 100(2), 273–289. <https://doi.org/10.1348/000712605X53595>

- Pilvera, S. C., Trinidad, A. E., & Sabud, M. C. (2024). Building effective values educators: The role of emotional intelligence and instructional efficacy. *Asian Research Journal of Arts & Social Sciences*, 22(12), 178–188.
- Poulou, M., Norwich, B., & Yiotis, K. (2019). Teacher stress, emotional intelligence, and classroom management: An exploratory study. *Educational Psychology*, 39(6), 765–780.
<https://doi.org/10.1080/01443410.2019.1605116>
- Quiblat, S. G., & Quirap, E. A. (2024). Teachers' emotional intelligence and Filipino work values. *International Journal of Multidisciplinary Research and Analysis*, 7(8).
- Ramos, E. D., & Toledo, C. M. (2021). Emotional intelligence as a mediator between stress and teaching effectiveness. *Mindanao Journal of Educational Research*, 9(4), 55–74.
- Rauf, K., & Iqbal, N. (2024). Exploring the relationship between test-anxiety, emotional intelligence, and academic performance among university students. *Journal of Education and Educational Development*.
- Revira, M. C., & Hinacay, A. D. (2025). Emotional competence and teaching performance among public school teachers in the Philippines. *International Journal of Multidisciplinary Research and Analysis*, 8(7), 102–110.
- Reyes, M. R., Brackett, M., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2019). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 101(3), 700–716.
<https://doi.org/10.1037/a0014695>
- Santos, M. C. (2025). Emotional intelligence and classroom management effectiveness among public elementary school teachers in Metro Manila. *Philippine Journal of Education and Human Development*, 10(1), 45–59.
- Shafait, Z., & Wang, R. (2026). Is it more than just university climate? Teachers' perceptions of emotions-based satisfaction-productivity nexus from higher education. *Psychology in the Schools*.
- Singh, R., Deveshwar, A., & Shweta. (2024). The role of emotional intelligence in enhancing learning and teaching effectiveness in the education sector. *ShodhKosh Journal*.
- Stankovska, G., Dimitrovski, D., Ziberi, F., & Takasmanova, T. (2025). Emotional intelligence, learning motivation, and social-emotional learning among university students. *Bulgarian Comparative Education Society Journal*.
- Sutton, R. E., & Harper, E. (2021). Teachers' emotion regulation and classroom management. *Teaching and Teacher Education*, 104, 103377.
- Taxer, J. L., & Gross, J. J. (2018). Emotion regulation in teachers. *Educational Psychology Review*, 30(1), 101–126.
- Tolentino, F. C. (2023). Emotional intelligence and teaching performance. *AIDE Interdisciplinary Research Journal*, 3(1), 1–10.
- Verma, R. (2023). Does emotional intelligence make you an effective teacher? *American Journal of Education and Technology*, 2(4), 30–35. <https://doi.org/10.54536/ajet.v2i4.2108>
- Villamor, R. T., & Catapang, J. L. (2023). Emotional intelligence, resilience, and job satisfaction among middle school teachers in Central Luzon. *Philippine Educational Review*, 14(1), 23–42.
- Villanueva, M. M. (2024). Emotional intelligence and social competence of teachers in the post-pandemic. *Asia's Educators and Professionals Awards Journal*.
- Wang, H., Hall, N. C., & Rahimi, S. (2023). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 122, 103976.
<https://doi.org/10.1016/j.tate.2022.103976>
- Yin, H., Huang, S., & Wang, W. (2019). Work environment characteristics and teacher well-being. *Teaching and Teacher Education*, 81, 1–12.
- Zheng, W. (2023). Relationship of emotional intelligence and teacher competence. *International Journal of Education and Humanities*, 11(3).

