



Building Effective Values Educators: The Role of Emotional Intelligence and Instructional Efficacy

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study investigated the relationship between emotional intelligence and instructional efficacy among Grade 6 Values Education teachers in selected elementary schools in Hagonoy I District, Davao del Sur Philippines, focusing on emotional intelligence dimensions such as anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships, alongside instructional efficacy indicators like efficiency, productivity, empathy, cooperation, and involvement. Using a descriptive-correlational research design, the study, conducted in selected elementary schools in Davao del Sur, Philippines, from 2015 to 2016, employed adapted and validated questionnaires to gather data from all Values Education teachers, ensuring a comprehensive sample size. Descriptive statistics analyzed mean scores and standard

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deviations, while correlation analysis examined the relationship between emotional intelligence and instructional efficacy. Results revealed that teachers exhibited high levels of emotional intelligence and instructional efficacy, with a significant positive correlation ($r = 0.989$, $p = 0.001375 < 0.05$), emphasizing the vital role of emotional intelligence in enhancing teaching effectiveness. These findings emphasized the importance of nurturing emotional intelligence among educators to improve instructional practices and achieve positive student outcomes in Values Education. The study contributes to theory by reinforcing the critical link between emotional intelligence and effective teaching, suggesting its integration into teacher education frameworks. Practically, it recommends targeted professional development programs to enhance teachers' emotional intelligence, promoting improved classroom management, stronger teacher-student relationships, and better educational outcomes.

Keywords: Emotional intelligence; instructional efficacy; values education teachers; Philippines; correlation analysis; educational outcomes.

1. INTRODUCTION

The role of emotional intelligence (EI) in educational settings has garnered significant attention in recent years, particularly regarding its impact on teaching effectiveness and student outcomes. Emotional intelligence, defined as the ability to perceive, understand, manage, and regulate emotions, is increasingly recognized as a critical factor in the professional success of educators (Goleman, 2014). As the educational landscape evolves, understanding the interplay between teachers' emotional intelligence and their instructional efficacy becomes crucial, especially in subjects like Values Education, where emotional and ethical dimensions are deeply intertwined.

Values Education teachers in elementary schools face unique challenges as they are responsible for guiding young students through foundational moral and ethical learning. Effective Values Education requires teachers to navigate complex emotional landscapes, making their emotional intelligence crucial for fostering a positive learning environment and modeling the values they teach (Jennings & Greenberg, 2019). High emotional intelligence in teachers has been linked to better classroom management, stronger teacher-student relationships, and overall improved instructional efficacy (Brackett, Rivers, & Salovey, 2016).

The instructional efficacy of teachers, defined as their belief in their ability to influence student engagement and learning outcomes, is another crucial factor in instructional efficacy (Bandura, 2015). Teachers with high self-efficacy are more likely to implement innovative teaching methods, manage classrooms effectively, and persist in the face of challenges. There is growing evidence

that emotional intelligence contributes to higher self-efficacy among teachers, leading to improved instructional practices and student outcomes (Sutton & Wheatley, 2016; Vesely et al., 2014).

This study aims to determine the emotional intelligence level and the instructional efficacy level of Values Education teachers and to identify whether emotional intelligence impacts the teachers' instructional efficacy. Understanding these dynamics can inform targeted interventions and professional development programs designed to enhance the emotional and instructional competencies of Values Education teachers.

1.1 Significance of the Study

The results of this study will reveal the emotional intelligence and instructional efficacy levels of teachers. These insights will benefit teachers by enabling them to enhance their capacities and achieve greater productivity. The findings will inform the development of policies aimed specifically at improving teachers' well-being. Moreover, this study will provide valuable literature on emotional intelligence and instructional efficacy, which can serve as a reference for similar studies in the future.

1.2 Scope and Limitation

This study focuses on exploring the influence of emotional intelligence on the instructional efficacy of elementary Values Education teachers. The research targets elementary school teachers who are currently teaching Values Education within a specific region or multiple regions, ensuring a diverse range of educational settings is represented. To measure

emotional intelligence and self-efficacy levels, the study will employ validated instruments such as the Emotional Intelligence Appraisal and the Teacher Self-Efficacy Scale. Data will be collected through surveys, interviews, and classroom observations over a defined period, potentially spanning one academic year, to observe any changes or developments over time.

However, the study acknowledges several limitations. The sample size and its representativeness may constrain the findings, as a small or non-representative sample might not accurately reflect the broader population of Values Education teachers. The reliance on self-reported measures for emotional intelligence and self-efficacy could introduce bias, with participants potentially overestimating or underestimating their abilities. Contextual variability, including differences in school environments, administrative support, and student demographics, may also influence the results, making it challenging to generalize findings across different contexts. The study's limited time frame may not capture the long-term effects of emotional intelligence on instructional efficacy, necessitating longitudinal studies for a more comprehensive understanding. Additionally, external factors such as school policies, curricular changes, and socio-economic factors, which are beyond the control of this study, might impact the instructional efficacy of teachers. The subjective nature of measuring instructional efficacy and cultural variations in expressing and interpreting emotions further limit the study's applicability across different cultural settings. Despite these limitations, the study aims to provide a balanced and critical examination of the influence of emotional intelligence on the instructional efficacy of elementary Values Education teachers.

1.3 Review of Related Literature

1.3.1 Emotional intelligence in teachers

Emotional intelligence (EI) has garnered significant attention in educational research due to its profound impact on teaching effectiveness and student outcomes. Daniel Goleman, often referred to as the "father of emotional intelligence," popularized the concept through his seminal work, *Emotional Intelligence: Why It Can Matter More Than IQ*, where he underscored the significance of EI in personal and professional success (Goleman, 1995). Goleman emphasized key EI components, including self-awareness,

self-regulation, motivation, empathy, and social skills, as foundational to effective interpersonal and intrapersonal interactions. While the term EI was originally coined by Mayer and Salovey (1990), Goleman expanded its application, particularly in education and leadership, advocating that EI is integral to managing emotions, fostering relationships, and achieving positive outcomes in various settings.

Furthermore, research suggests that EI plays a crucial role in instructional efficacy, influencing teachers' pedagogical practices and student learning outcomes (Brackett et al., 2011; Day & Leitch, 2000; Mayer et al., 2016). Teachers with high EI exhibit greater adaptability, creativity, and resilience in their teaching approaches, leading to enhanced instructional effectiveness and improved student achievement. Additionally, emotionally intelligent educators are better equipped to manage classroom disruptions, facilitate meaningful learning experiences, and promote positive social-emotional development among students (Brackett et al., 2011; Day & Leitch, 2001).

Moreover, recent studies have highlighted the importance of fostering EI skills among educators through targeted professional development programs and support initiatives. By providing teachers with opportunities to enhance their emotional awareness, self-regulation, and interpersonal skills, educational institutions can empower educators to create nurturing learning environments that promote student well-being and academic success (Brackett et al., 2011; Day & Leitch, 2001). Emotional Intelligence components include anxiety management, decision-making capability, time management, commitment ethics, and interpersonal relationships.

The first component is anxiety management which significantly influences teachers' performance and classroom dynamics. Perera and DiGiacomo (2015) emphasize the importance of anxiety regulation for educators, highlighting its impact on teaching effectiveness and student outcomes. Teachers with high EI demonstrate greater resilience in managing anxiety, enabling them to maintain a calm and supportive learning environment even in challenging situations (Perera & DiGiacomo, 2015).

Additionally, research by Brackett et al. (2011) underscores the link between teachers' anxiety

management and their ability to foster positive relationships with students. Educators who effectively regulate their anxiety levels are better equipped to respond empathetically to students' needs and provide appropriate support, thereby enhancing student engagement and academic achievement.

Moreover, research by Elias et al. (2015) emphasizes the role of anxiety management in promoting teachers' well-being and job satisfaction. Educators who possess effective strategies for coping with anxiety experience lower levels of burnout and greater job fulfillment, contributing to their overall professional resilience and longevity in the teaching profession (Elias et al., 2015).

Another component of Emotional Intelligence is decision-making which plays a significant role in enhancing this capability. Educators with high EI exhibit greater proficiency in making informed and balanced decisions, considering both logical reasoning and emotional factors (Yin, Lee, Zhang, & Jin, 2017). Research by Yin et al. (2017) highlights the positive impact of emotional intelligence on teachers' decision-making processes, emphasizing their ability to prioritize students' well-being and foster a conducive learning environment.

Moreover, studies by Brackett et al. (2011) underscore the link between teachers' decision-making capability and classroom management. Teachers with higher levels of EI demonstrate greater flexibility and adaptability in their decision-making, enabling them to effectively address diverse student needs and navigate complex classroom dynamics (Brackett et al., 2015).

Furthermore, findings from a study by Zeidner et al. (2012) indicate that teachers with higher EI are better equipped to manage ambiguity and uncertainty, factors commonly encountered in decision-making contexts. This enhanced ability to navigate challenging situations enables educators to make timely and effective decisions that positively impact student learning outcomes.

The third EI component is time management which influences individuals' effectiveness and productivity in various domains, including education. Research indicates that individuals with high EI are adept at managing their time efficiently, prioritizing tasks, and maintaining focus amidst distractions (MacCann et al., 2011).

Effective time management skills among educators are associated with better classroom management, reduced stress levels, and improved overall job satisfaction (Skaalvik & Skaalvik, 2014). Furthermore, teachers' ability to manage their time effectively positively impacts instructional practices and student engagement, enhancing learning outcomes (Zeidner et al., 2012).

Lastly, interpersonal relationships are another crucial aspect of EI that significantly impacts educators' professional effectiveness and job satisfaction. Teachers with high EI demonstrate strong interpersonal skills, such as empathy, communication, and conflict resolution abilities (Ciarrochi et al., 2001). These skills enable them to build positive relationships with students, parents, and colleagues, fostering a supportive and collaborative school environment (Brackett et al., 2014). Effective interpersonal relationships contribute to improved classroom climate, reduced disciplinary issues, and enhanced student motivation and academic achievement (Mestre et al., 2006).

1.3.2 Instructional efficacy of teachers

Instructional efficacy, the belief in one's ability to accomplish teaching tasks effectively, plays a pivotal role in shaping educators' professional practices and outcomes. As affirmed by Bandura (2014), individuals with high self-efficacy are more resilient in the face of challenges, exert greater effort to attain goals and persevere in the pursuit of excellence. These teachers also are able to rebound from setbacks and are more willing to experiment with new ideas or techniques. Self – efficacious teachers share a set of core values, have a common identity and language and a sense of pride and belonging. The authority is derived from knowledge and practice. They exhibit collegial relationships which are not externally regulated. Instructional efficacy components include efficiency and productivity, empathy and compassion, assistance and cooperation, and participation and involvement.

Efficiency and productivity in teaching are closely intertwined with teachers' self-efficacy beliefs, which significantly influence their instructional practices and effectiveness. Research by Klassen and Tze (2014) supports this notion, demonstrating that teachers with high self-efficacy are more efficient and productive. Their confidence in their teaching abilities empowers

them to implement effective instructional strategies and innovate in the classroom, ultimately leading to enhanced student learning outcomes.

On the other hand, empathy and compassion in educational settings are pivotal for nurturing supportive teacher-student relationships and promoting student well-being (Pajares, 2011). Teachers who demonstrate high levels of empathy and compassion, are better equipped to understand and respond to students' emotional needs (Miao, 2020). Furthermore, research suggests that empathetic and compassionate teachers contribute positively to students' social and emotional development, enhancing overall classroom dynamics (Brackett & Katulak, 2006).

The willingness of teachers to collaborate and assist one another is also important for creating a cohesive and supportive educational environment (Chesnut & Cullen, 2014). Teachers' self-efficacy plays a significant role in their propensity to engage in collaborative practices and offer assistance to colleagues (Hosford & O'Sullivan, 2016). Collaborative efforts among teachers not only benefit their professional development but also contribute to improved student outcomes through shared knowledge and resources.

1.4 Theoretical Framework

This study draws on Daniel Goleman's Emotional Intelligence Theory (1995), which underscores the critical role of emotional intelligence (EI) in enhancing self-efficacy among teachers. Goleman's framework identifies key EI components—self-awareness, self-regulation, motivation, empathy, and social skills—as foundational traits that empower educators to navigate the emotional and interpersonal demands of teaching effectively. By fostering greater emotional awareness and control, Goleman's principles help teachers build confidence in their abilities to manage classrooms, engage students, and address diverse challenges. This heightened self-efficacy, fueled by EI, directly impacts instructional efficacy, enabling teachers to maintain composure under pressure, make thoughtful decisions, and create empathetic, inclusive learning environments. Goleman's insights provide a vital lens for understanding how emotional intelligence supports educators in achieving both professional satisfaction and student success.

2. METHODOLOGY

2.1 Research Design

This study employs a descriptive-correlational research design, which is well-suited to the objectives of examining the levels of emotional intelligence and instructional efficacy among Values Education teachers and exploring the relationship between these two variables. The descriptive component is designed to systematically identify and describe the emotional intelligence and instructional efficacy levels of the teachers, providing a clear picture of their competencies in managing emotions and instructional practices. By using descriptive statistics, the study can assess and summarize the characteristics of these variables, such as the teachers' abilities in emotional regulation, decision-making, empathy, and classroom management.

The correlational component is critical in exploring how emotional intelligence influences instructional efficacy, providing insights into whether higher levels of emotional intelligence are associated with enhanced teaching effectiveness. This part of the design involves statistical techniques, such as correlation analysis, to examine the strength and direction of the relationship between the two variables. The justification for this approach lies in its ability to not only describe the current state of emotional intelligence and instructional efficacy but also to identify potential links that can inform interventions aimed at improving teaching practices. The combination of these methods allows for a comprehensive understanding of the factors that contribute to effective teaching, making it ideal for the study's objectives.

2.2 Research Respondents

The respondents of this study were the Grade 6 Values Education teachers in the selected elementary schools in Davao del Sur during the School Year 2015-2016. The study employed a complete enumeration technique, which involved including all Values Education teachers from the selected schools during the period of data collection. This method ensured that the entire population of relevant teachers was represented, providing a comprehensive and accurate sample for analysis. The use of complete enumeration was particularly beneficial as it allowed for detailed introspection and analysis of the emotional intelligence and instructional efficacy

levels of all participating teachers, enhancing the reliability and generalizability of the findings. By involving all teachers in the sample, the study captured a holistic view of the teaching community, ensuring that the results reflect the diverse perspectives and experiences of the respondents.

2.3 Research Instrument

The study used two primary adapted research instruments. Emotional Intelligence Inventory Questionnaire anchored on the framework by Dembo and Gibson (2011), was designed to measure the emotional intelligence levels of teachers. It assessed various dimensions of emotional intelligence, including anxiety management, decision-making capability, time management, commitment ethics, and interpersonal relationships. Moreover, a survey questionnaire on levels of instructional efficacy was a self-made questionnaire covering aspects such as efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement which had undergone the tests of reliability and validity. Both questionnaires employed a 5-point Likert scale as follows: 5-Exceptionally High, 4-High, 3-Moderate, 2-Low, and 1-Very Low.

2.4 Data Gathering Procedure

The study began by obtaining permission from the Schools Division Superintendent of the selected elementary schools, securing the necessary authorization to conduct the study. Following this, the researchers provided the District Supervisor with an endorsement letter and a cover letter explaining the study's objectives and significance, effectively soliciting support and cooperation. In coordination with the District Supervisor, the researchers arranged visits to the participating schools, ensuring that the schedule was convenient and minimally disruptive to school activities.

During these visits, the researchers personally administered the survey questionnaires to the respondents. This approach was taken to ensure the reliability and confidentiality of the responses, as it allowed the researcher to address any immediate questions or concerns from the respondents. Immediately after the survey administration, all completed questionnaires were collected to prevent any loss or alteration of data. Finally, the gathered data were meticulously collated, analyzed, and interpreted,

transforming the raw data into meaningful insights that addressed the research questions. This thorough and systematic process ensured the integrity and reliability of the study's findings.

2.5 Data Analysis Procedure

The data collected in this study were subjected to a series of statistical procedures to ensure comprehensive analysis and accurate interpretation. First, descriptive statistics, including the calculation of mean and standard deviation, were employed to describe the levels of emotional intelligence and instructional efficacy among the respondents. This provided a clear overview of the central tendencies and variability within the data.

Next, correlation analysis using the Pearson r was conducted to determine the significance of the relationship between emotional intelligence and instructional efficacy. This statistical method was chosen to identify and quantify the strength and direction of the association between the two variables.

Finally, all computations were performed using the Statistical Package for the Social Sciences (SPSS) software. Utilizing SPSS ensured the accuracy and reliability of the analysis, facilitating precise statistical calculations and enhancing the overall integrity of the research findings.

3. RESULTS AND DISCUSSION

3.1 Instructional Efficacy Level of Values Education Teachers

The emotional intelligence levels of Values Education teachers in the elementary level were evaluated across five indicators: anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships. The mean scores for each indicator, along with their corresponding descriptions, are presented in Fig. 1.

The results indicate that teachers demonstrated high to exceptionally high levels of emotional intelligence across all indicators. Specifically, anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships were rated as high to exceptionally high, with mean scores ranging from 4.0 to 4.59. These findings align with recent literature emphasizing the significance of emotional intelligence in educational settings. According to Brackett et al. (2011), teachers with high emotional intelligence are better equipped to

manage classroom dynamics, handle conflicts effectively, and foster positive relationships with students.

Furthermore, the exceptionally high score in commitment ethics suggests that Values Education teachers possess a strong dedication to their roles and responsibilities. This commitment is crucial for creating a supportive learning environment and promoting students' moral and ethical development (Day & Leitch, 2001). The results indicate that Values Education teachers exhibit robust emotional intelligence, characterized by effective anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships. These findings underscore the importance of nurturing emotional intelligence skills among educators to enhance teaching effectiveness and foster positive outcomes in education.

3.2 Instructional Efficacy Level of Values Education Teachers

The instructional efficacy levels of Values Education teachers were assessed across five indicators: efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement. The mean scores for each indicator, along with their corresponding descriptions, are presented in Fig. 2.

The results indicate that teachers demonstrated high to exceptionally high levels of instructional

efficacy across all indicators. Specifically, efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement were rated as high to exceptionally high, with mean scores ranging from 3.94 to 4.58. These findings are consistent with recent literature emphasizing the importance of teacher efficacy in enhancing student learning outcomes. According to Tschannen-Moran and Hoy (2014), teachers with high levels of instructional efficacy exhibit greater motivation, effort, and perseverance in their teaching practices, leading to improved student achievement.

Furthermore, the exceptionally high score in participation and involvement suggests that Values Education teachers are highly engaged in their professional roles and actively contribute to the learning community. This high level of engagement is essential for creating a dynamic and interactive classroom environment that promotes student engagement and learning (Hargreaves et al., 2014). The results indicate that Values Education teachers possess strong instructional efficacy, characterized by high levels of commitment, empathy, cooperation, and involvement. These findings underscore the importance of fostering teacher efficacy through professional development and support initiatives to enhance teaching effectiveness and promote positive student outcomes.

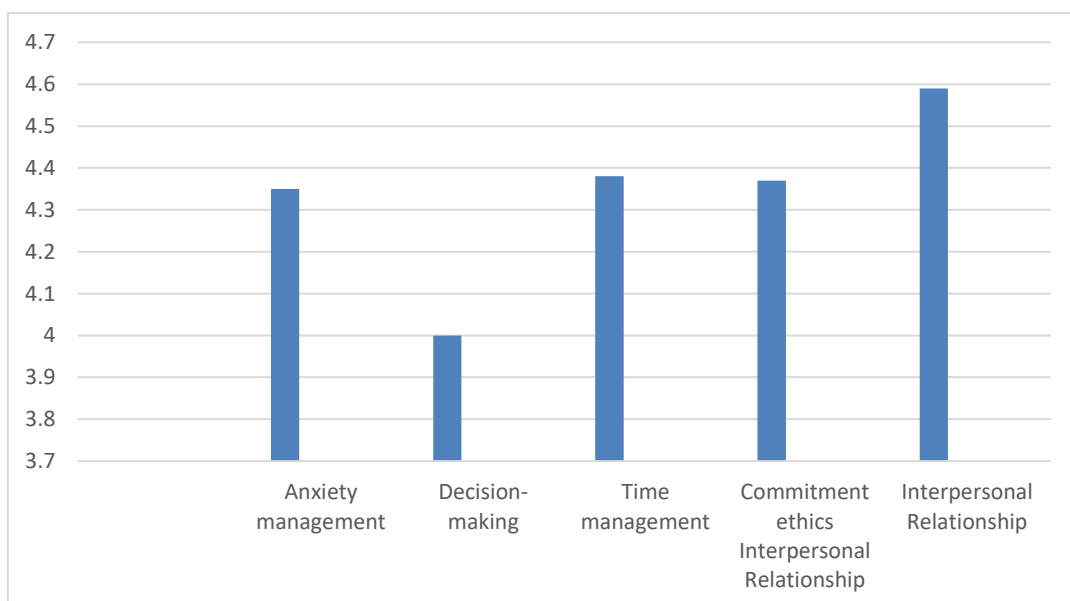


Fig. 1. Emotional intelligence level of values education teachers

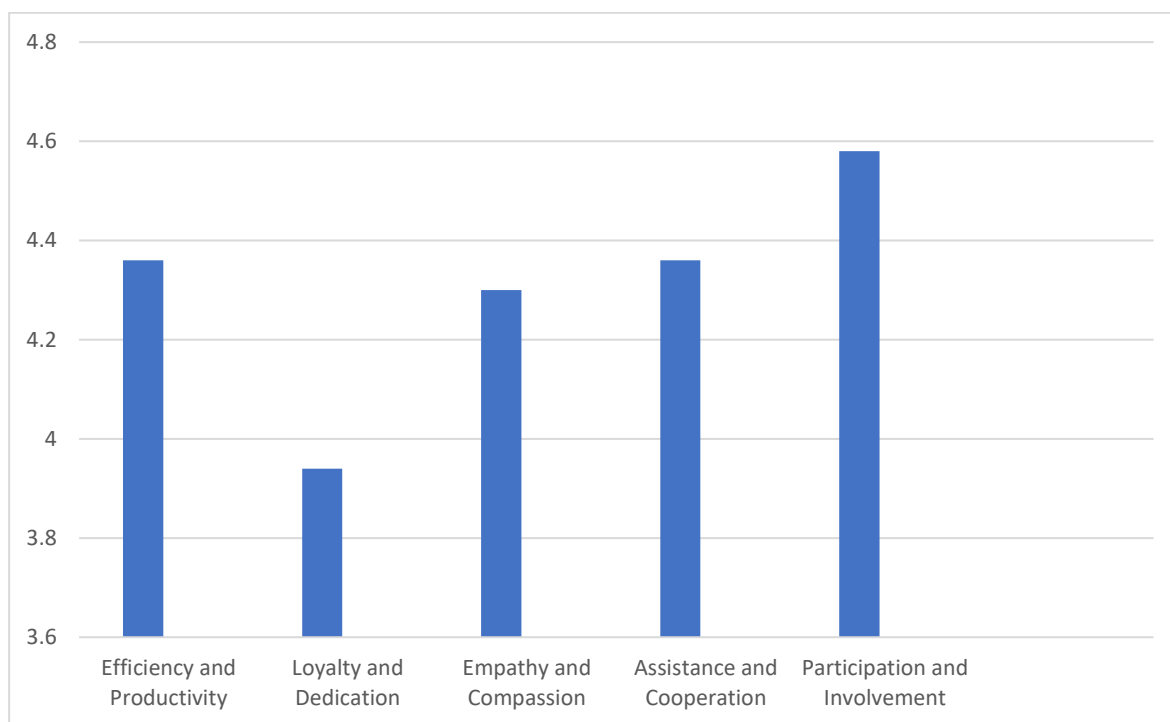


Fig. 2. Instructional efficacy level of values education teachers

3.3 Relationship Between Emotional Intelligence and Instructional Efficacy of Values Education Teachers

The relationship between emotional intelligence and instructional efficacy of Values Education teachers was examined using correlation analysis. The coefficient of correlation (r) was calculated to determine the strength and direction of the relationship, along with the associated p -value to assess statistical significance. The results are summarized in the following Table 1.

The Pearson r value of 0.989 demonstrates a very strong positive correlation between emotional intelligence and instructional efficacy among Values Education teachers. This implies

that teachers with higher emotional intelligence are likely to exhibit greater instructional efficacy, which is essential for effectively teaching values education. Emotional intelligence encompasses the ability to understand, manage, and utilize emotions effectively, which can enhance teaching practices, classroom management, and student engagement (Corcoran & Tormey, 2013; Vesely et al., 2013).

The extremely low p -value of 0.001375 indicates that the probability of observing this correlation by random chance is minimal, reinforcing the statistical significance of the relationship. This finding suggests that emotional intelligence is a critical factor contributing to instructional efficacy among Values Education teachers, highlighting its importance in educational contexts.

Table 1. Relationship between the emotional intelligence and instructional efficacy of values education teachers in elementary level

Variable	Coefficient r	p -value	Decision	Interpretation
Emotional Intelligence	0.989	0.001375	Reject H_0	Very strong positive relationship
Instructional Efficacy				

Numerous studies highlight the significance of emotional intelligence in enhancing teaching effectiveness and instructional efficacy. For instance, research by Brackett et al. (2011) indicates that teachers with higher emotional intelligence can better manage classroom challenges and build positive relationships with students. This ability to create a nurturing and emotionally supportive environment contributes to improved instructional outcomes.

Furthermore, Vesely et al. (2013) emphasize that emotionally intelligent teachers can foster a sense of belonging and emotional safety within the classroom, which is essential for effective values education. By modeling empathy, compassion, and ethical behavior, these teachers can inspire students to develop similar qualities, enhancing the overall educational experience.

4. CONCLUSION

This research has provided valuable insights into the emotional intelligence and instructional efficacy levels of Values Education teachers. The findings indicate that teachers exhibit high to exceptionally high levels of emotional intelligence across various indicators, demonstrating their ability to effectively manage classroom dynamics and foster positive relationships with students. Moreover, the strong positive relationship between emotional intelligence and instructional efficacy underscores the importance of nurturing emotional competence among educators to enhance teaching effectiveness and promote positive student outcomes.

Additionally, the instructional efficacy levels of Values Education teachers were found to be consistently high across various indicators, reflecting their strong commitment, empathy, cooperation, and involvement in their professional roles. These findings highlight the importance of fostering teacher efficacy through professional development and support initiatives to enhance teaching effectiveness and promote positive student outcomes.

Furthermore, the analysis revealed a significant relationship between emotional intelligence and instructional efficacy among Values Education teachers, emphasizing the crucial role of emotional intelligence in shaping instructional effectiveness. These findings emphasize the importance of cultivating emotional intelligence

skills among educators to promote positive teaching practices and enhance student learning outcomes.

5. RECOMMENDATIONS

To enhance emotional intelligence and instructional efficacy among Values Education teachers, it is recommended to integrate emotional intelligence training into professional development programs, focusing on key areas such as self-awareness and interpersonal relationships. Establishing mentorship programs can support less experienced teachers by promoting the sharing of emotional intelligence skills. Schools may also encourage reflective teaching practices to strengthen emotional regulation and decision-making. Additionally, enhancing teacher support systems through counseling services and stress management workshops is crucial. Future research may explore the long-term effects of emotional intelligence training on teacher performance and student outcomes. Implementing these measures can create a more supportive and effective learning environment.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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