

Emotional Intelligence and Job Satisfaction among Teachers in the 2nd Congressional District of Misamis Oriental

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ABSTRACT: This study shows the relationship between emotional intelligence and job satisfaction among 200 public school teachers (elementary, secondary, and senior high) in selected districts of Misamis Oriental during the School Year 2023-2024. The research aimed to describe teacher characteristics, assess levels of emotional intelligence and job satisfaction, and determine the relationships between these variables and teacher characteristics. Data analysis involved descriptive statistics (mean, standard deviation) to examine data distribution and central tendency. Variables were adapted from Sacramento's (2023) study using a research-based questionnaire. Pearson's Correlation (r) investigated the relationships between emotional intelligence and job satisfaction, while a t-test compared groups to identify statistically significant differences. The sample size was determined using Slovin's formula, with stratified random sampling employed. The study explored how emotional intelligence influences classroom environments, student behavior, and learning and how job satisfaction impacts teacher engagement, motivation, and well-being. The findings revealed that most of the respondents aged 31-40 years, particularly female educators, towards integrating technology into their lessons. The majority of participants were Grade 5 teachers, likely at the Teacher I. importance of teachers' emotional intelligence, adaptability, and job satisfaction, emphasizing the impact of workload and performance expectations on job satisfaction. It suggests prioritizing workload management and professional development. In conclusion, teachers' emotional intelligence significantly influences their work contentment, self-awareness, relationships, stress management, and flexibility. However, significant disparities based on age, education, and teaching position suggest that programs should be tailored to individual teacher groups. Therefore, it is recommended that teachers should actively seek out opportunities for professional development that address emotional intelligence and tailor their approach to learning based on their specific needs.

KEYWORDS: emotional intelligence, teachers job satisfaction

I. INTRODUCTION

Emotional intelligence (EI) and job satisfaction are increasingly recognized as essential factors in defining educational quality. Educators rely heavily on EI, which includes self-awareness, empathy, and effective communication, to build positive classroom settings, manage student behavior, and facilitate meaningful learning experiences. Job satisfaction affects teachers' professional involvement, motivation, and overall well-being. Regardless of the challenges of the teaching profession, maintaining high job satisfaction is critical for retaining excellent educators and upholding teaching standards. The study investigates how teachers' emotional intelligence and job satisfaction affect education quality in Misamis Oriental Division throughout the School Year 2023-2024, intending to inform policies and practices to improve teacher well-being.

The 2nd Congressional District faces a critical need for teachers to develop strong emotional intelligence skills. Emotional intelligence becomes paramount in diverse backgrounds, encompassing self-awareness, empathy, and effective communication. Positive classroom environments, effective behavior management, and meaningful learning experiences are all made possible by teachers who possess high emotional intelligence.

Cultivating emotional intelligence among teachers is essential for nurturing inclusive and supportive learning environments that cater to each student's unique needs and backgrounds. Job satisfaction among teachers is crucial to the success of any educational institution. It directly impacts teacher motivation, engagement, and overall well-being, eventually affecting the quality of education offered to students.

However, the teaching profession frequently possesses a variety of problems, such as severe workloads, administrative demands, and limited resources, all of which can harm teacher satisfaction. Understanding the elements that influence or detract

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from teacher job satisfaction is critical to developing supportive work cultures that attract and retain competent teachers, assuring excellent teaching quality and student achievement.

The Philippines' Department of Education has implemented DepEd Order No. 5, s. 2024, aimed at improving teacher welfare and satisfaction. The policy aims to simplify teaching hours, provide appropriate remuneration for overload, and emphasize the value of teacher ancillary jobs. However, the 2nd Congressional District of Misamis Oriental faces challenges such as inadequate support systems, lack of professional development opportunities, and challenging working conditions, which may hinder teachers' emotional intelligence skills.

Further, the idea of work engagement is becoming increasingly recognized in the dynamic world of today's organizations as a critical component of employee well-being and the organization's success. Consequently, work engagement protects employees' mental health and provides a positive and gratifying emotional and motivational state (Pepe et al., 2019). The importance of involvement resonates much more deeply in the field of education than it does in traditional industries.

To promote high-quality instruction and student achievement, involvement is essential (Hoque et al., 2023) to emphasize the critical role of enthusiastic, committed, and engaged teachers who infuse their classrooms with energy and positivity, creating a dynamic and supportive learning environment. The active involvement of teachers in cultivating positive relationships with students and their excitement improved their interest in learning.

Abiodullah et al. (2019) state that teaching pedagogy and responsiveness to global quality teaching demands emerge as an effective educator, improving students' lives. Teachers' professional lives are significantly affected by their level of job satisfaction, particularly for public school teachers, who significantly influence the next generation of leaders. Establishing a supportive and rewarding work environment for teachers requires understanding the elements that affect their job satisfaction. One such element that has garnered a lot of attention lately is emotional intelligence. Emotional intelligence is the ability to effectively recognize, understand, and regulate one's own emotions as well as those of others.

Emotional intelligence refers to recognizing, understanding, and managing emotions effectively in oneself and others. It encompasses self-awareness, empathy, emotional regulation, and social competence. Teachers with high emotional intelligence are better equipped to navigate the classroom's complex social and emotional dynamics, establish positive relationships with students, and effectively manage conflicts and challenges that may arise (Paul, 2019). However, flexible pedagogical approaches do not constrain engaged teachers; instead, they value adaptation and response to changing requirements and their pupils' many learning styles (Sandholm et al., 2022).

II. METHODOLOGY

A descriptive correlational research design is used in this study. Investigating the relationship between the independent variable—teachers' emotional intelligence—and the dependent variable—teachers' job satisfaction—is the main goal. The usefulness of this research strategy in accomplishing the study's goals, more especially, identifying the association between emotional intelligence and job satisfaction among teachers in the 2nd Congressional District of Misamis Oriental.

A questionnaire was administered to gather data, as it offers a quantitative data collection method, yielding numerical evidence, facts, and information. Using a questionnaire provides the advantage of efficiently reaching many individuals. This selection simplifies data collection for the researcher. By utilizing these tools and methods, the goal of the study is to obtain a thorough grasp of the connections between job happiness and emotional intelligence within the chosen educational institutions in the 2nd Congressional District in Misamis Oriental. This research design allows for a systematic and structured exploration of these crucial aspects, potentially shedding light on their interplay.

Having collected and recorded the data gathered in the study, the researcher used the following statistical tools:

For Problems 1, 2, and 3, the researcher employed descriptive statistics such as mean and standard deviations. On the other hand, in Problem 4, the T-test was utilized to test the significant effect of emotional intelligence on teachers' job satisfaction. Furthermore, for Problem 4, the F-test and Problem 5, T-test were employed to determine whether there was a significant difference in the respondent's emotional intelligence when grouped according to their characteristics.

III. RESULTS AND DISCUSSION

Problem 1. How are the respondents characterized in terms of age, sex, grade level taught, highest educational attainment, teaching position, and attitude emotional intelligence?

Table 1 presents the frequency and percentage distribution of the respondents in terms of age, with the highest frequency being 79 (39.5%), 31-40 years old. It means that most responders are between the ages of 31 and 40. It further means that most respondents are still in their middle years when they begin teaching in public schools. It has been observed that younger educators are more enthusiastic about participating in surveys and research activities, frequently demonstrating a desire to

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actively contribute to the field of education by sharing their ideas and experiences. It implies that research findings on teacher perceptions and experiences could be substantially impacted by the viewpoints of mid-career educators in their 30s and 40s. This further implies that future research should deliberately attempt to include a broader spectrum of teacher voices, particularly those of more experienced and less experienced educators, to gain a more complete knowledge of the teaching profession. Researchers can acquire a more nuanced understanding of educators' challenges, opportunities, and changing demands at various career stages by diversifying their participant pool. According to Taguba (2023), most teachers in the Philippines fall within the age range of 31-40 years old. These teachers are considered to be in their prime working years, bringing a balance of experience and energy to their roles in educating students at all educational levels. The research also indicates that teachers in this age group have significant experience, with an average of 11-15 years of service.

Table 1: Distribution of the Respondents' Age

Category	Frequency	Percentage
61 years old and above	20	10
51-60 years old	12	6
41-50 years old	32	16
31-40 years old	79	39.5
39 years old and below	57	28.5
Total	200	100.0

The study by Rechsteiner et al. (2021) found that teachers' age had no impact on their theoretical grasp of learning. Nonetheless, according to teachers, students' age can be used to indicate decision-making quality in small group work, implying that decision-making quality improves as students' ages increase. In conclusion, the educational experience that pupils receive is significantly shaped by the age of their teachers. Experienced teachers improve education quality by bringing a wealth of knowledge, honed teaching strategies, and a thorough comprehension of their subject matter. After years of teaching, they frequently have a broad viewpoint and can provide insightful information on the subtleties of their field.

Younger teachers, on the other hand, can interest students by bringing new insights, freshness, and relevance to contemporary concerns. A broad mix of teacher ages creates a vibrant learning atmosphere in which various teaching methodologies cater to different learning types, ensuring that students obtain a thorough education that prepares them for the complexities of today's world (Main, 2023).

On the other hand, the lowest frequency of 12 (6%) was 51-60 years old. This means that teachers aged 51-60 years and older are underrepresented in the questioned sample, implying a shortage of teachers in this age group. It further means that, despite the small number, elderly educators are actively engaged in technology integration, demonstrating an interest and readiness to explore the world of technology. As noticed, technology transcends age boundaries and caters to people of all ages. It implies that the presence of senior teachers adopting technology into their instruction, particularly in the context of reading, demonstrates a persistent interest in and dedication to implementing technology into their educational practices. According to Musengamana et al. (2024), a teacher's age has no bearing on their theoretical grasp of learning; nonetheless, teachers believe that a student's age can influence how well they make judgments in small groups. They presume that as students age, their decision-making abilities increase.

Table 2: Distribution of the Respondents' Sex

Category	Frequency	Percentage
Male	71	35.5
Female	129	64.5
Total	200	100.0

Table 2 reveals the respondents' characteristics in terms of sex. Results show that 129 (64.5%) are female, obtaining the highest frequency. This means that most of the respondents are female. This further means that female teachers account for a large proportion of the survey population. This implies that a sizable percentage of teachers are female. Additional data research that looks at the connection between teachers' job happiness and emotional intelligence would shed light on the needs and experiences of this largely female workforce. This finding highlights the prevalence of women in the teaching profession. Analyzing

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the connection between teachers' emotional intelligence and job satisfaction, especially in this largely female sector, may provide insightful information. As observed, female teachers may encounter significant difficulties in controlling their emotions and comprehending their students' emotions, especially in classrooms with a range of learning requirements. Strategies to promote female teachers' well-being and foster a more satisfying work environment may be informed by a better knowledge of the relationship between emotional intelligence and job satisfaction. According to Reeves (2024), females dominate public elementary school staff, including teachers, other workers, and students. This gender mismatch could lead to biased behaviors and unbalanced gender identities in the classroom. To solve this issue, recruiting more male primary school instructors could improve pupils' overall well-being. Male teachers can positively impact students' literacy experiences, creating a more balanced and diverse learning environment.

Additionally, research shows a gender disparity in the desire of boys and girls to become teachers, with boys being less inclined in countries with more male instructors and better wages and less in countries with more evenly distributed gender roles (Jugović et al., 2022).

On the contrary, 71 (35.5%) are male which has the lowest frequency. This means that the scarcity of male teachers perpetuates a cycle of discouragement, discouraging young men from considering and pursuing careers in education. To address this inequality, future surveys should investigate specialized techniques to attract more male responders. This could include using a variety of communication channels, stressing aspects of the issue that may appeal to males, or making the survey presentation friendlier to everybody. As seen, it may indicate several variables, such as lesser engagement or interest in the survey issue by males and potential barriers to participation. The study's apparent paucity of male participation suggests a large gender disparity among the surveyed population. The results suggested that full-time teachers experienced increased social interaction and job fulfillment, with female teachers displaying higher levels of learner engagement, according to Topchyan and Woehler (2020). The researchers link this pattern to various factors, including societal views associating teaching with nurturing and caregiving roles that align with traditional gender norms, along with institutional obstacles and prejudices that could hinder the professional progression of male educators.

Table 3: Distribution of the Respondents' Grade Level Taught

Category	Frequency	Percentage
Grade 12	7	3.5
Grade 11	7	3.5
Grade 10	21	10.5
Grade 9	16	8.0
Grade 8	20	10.0
Grade 7	28	14.0
Grade 6	8	4.0
Grade 5	33	16.5
Grade 4	15	7.5
Grade 3	9	4.5
Grade 2	11	5.5
Grade 1	22	11.0
Kindergarten	3	1.5
Total	200	100.0

Table 3 reveals the distribution of the respondents' characteristics in terms of grade level taught. The result shows that the Grade 5 level respondents had 33 (16.5), the highest frequency. This means that most of the respondents were teachers in the Grade 5 level, which belongs to the most represented group among the surveyed population. This further means that many participants were Grade 5 educators, making them the most common category in the surveyed population. This implies that Grade 5 teachers provide a unique opportunity to explore the connection between emotional intelligence and job satisfaction within this specific grade level. As observed nowadays, Grade 5 teachers often face the challenge of navigating a period of significant developmental change for their students. This age group is transitioning from childhood to adolescence, marked by heightened emotional sensitivity, peer pressure, and the emergence of social dynamics. Grade 5 teachers with high emotional intelligence to handle these complications, creating a supportive learning atmosphere and encouraging students'

well-being. This, in turn, could contribute to higher levels of job satisfaction among Grade 5 teachers, as they feel more capable of effectively supporting their students' growth and development.

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Moreover, the large number of Grade 5 teachers shows that this demographic had an important role in the study's findings and may have significantly impacted the overall outcomes and conclusions reached from the research. As observed, teachers can change grade levels after they begin their teaching careers. A teacher may choose to pursue further education after a few years of fieldwork and teaching, particularly at a higher grade level, such as Grade 5. This transfer may be motivated by a desire to change the teaching environment or a feeling that their talents and expertise are better suited to a higher grade level. Teachers' flexibility and adaptability in selecting a grade level reflect the dynamic nature of the teaching profession and the continuous learning and growth that teachers experience throughout their careers.

The study by Guo (2020) reveals that language teachers provide different feedback to pupils in different senior high school classes, and students generally report a deterioration in language skills as they progress through the grades. The association between various types of feedback and students' language skills weakened, with instructor feedback having a minor to moderate impact. The findings have important psychoeducational implications for school leaders, administrators, and language teachers.

On the contrary, the data reveal that the lowest frequency of 3 (1.5%) was Kindergarten teachers. This means that Kindergarten teachers are less engaged in the survey conducted. Kindergarten teachers may have been less likely to engage with the survey compared to other grade levels. As noticed, it is essential to consider potential reasons for this disparity, such as the relevance of the survey topic to Kindergarten teaching, time constraints faced by these educators, accessibility issues, or a lack of awareness about the survey. Moving forward, efforts to enhance Kindergarten teacher participation in surveys may involve tailoring the survey to their interests, ensuring ease of access, and raising awareness about the survey's importance within this specific educator group. It further implies the relevance of the survey topic to Kindergarten teaching, time constraints faced by these educators, accessibility issues, or a lack of awareness about the survey. According to the results of this cross-sectional study, providing individual support networks and enhancing welfare benefits are essential components in promoting kindergarten teacher retention, which may result in increased job satisfaction and mental health well-being. Creating a balanced work environment and ensuring that employees enthusiastically support the childcare or educational policies of their employer may help to lower turnover rates. In addition, certain efforts, such as relationship therapy, have the potential to improve teachers' mental health and job happiness (Matsuo et al., 2021).

Table 4: Distribution of the Respondents' Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	0	0
With Doctorate Degree Units	0	0
Master's Degree	74	37.0
With Master's Degree Units	73	36.5
Bachelor's Degree	53	26.5
Total	200	100.0

The characteristics of the respondents in terms of their greatest level of education are displayed in Table 4. Results show that out of 200 respondents, 74 (37.0%) are Master's Degree graduates with the highest frequency. This means that a sizable percentage of participants have a master's degree as their greatest level of education. This implies that teachers have advanced degrees. This discovery may have ramifications for comprehension of the connection between teachers' job happiness and emotional intelligence. As observed, master's degree holders may have obtained specialized training in subjects like curriculum creation or educational psychology, which could give them a better grasp of their students' emotional and academic needs. Nowadays, teachers with greater education may be better able to identify and control both their own and their pupils' emotions. A more upbeat and encouraging learning atmosphere could result from this increased emotional intelligence, promoting student participation and well-being.

According to Abellana and Abadiano (2020), postgraduate education degrees allow teachers to modify curricular goals, adapt teaching methods, and lead system-wide changes. These degrees offer insight into theoretical and practical foundations, which improves teaching techniques and student accomplishment. A master's degree in education gives educators the practical abilities to make data-driven decisions and teach expertly. With the rapid progress of technology, academic institutions are looking for ambitious, tech-savvy instructors who can effectively use technology to improve teaching methods. Academic institutions increasingly seek progressive, organized teachers with master's degrees (McKlaine, 2022).

On the other hand, 53 (26.5%) are Bachelor's Degree graduates, which was the lowest frequency. This means that a

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smaller proportion of the surveyed individuals have completed their undergraduate studies than other academic levels. This indicates further that a lower frequency of bachelor's degree graduates highlights a potential need for further education and professional development among this group of educators. As observed, by pursuing higher levels of education, such as postgraduate studies or specialized training, bachelor's degree holders could broaden their knowledge and skills, contributing to their professional growth and potentially opening doors to new opportunities within the education sector. It implies an opportunity for these individuals to consider advancing their qualifications to enhance their expertise and career prospects in the field of education.

Balanquit et al. (2023) discovered that about half of faculty members had a bachelor's degree, two-fifths had a master's degree, and more than one-tenth had a PhD. The majority of SUCs achieve higher passing rates than the national average. The educational attainment of instructors with bachelor's degrees has a substantial inverse association with LET performance, whereas doctoral degrees do not. The results indicate that hiring and training faculty can improve LET performance.

Table 5 reveals the distribution of the respondents' characteristics in terms of position. The table displays the highest frequency of 68 (34.0%) under the Teacher I position. This means that this position is the most common among the surveyed teachers. A sizable proportion of the teaching workforce in the examined area presumably comprises teachers at the Teacher I level. This could indicate some relatively new teachers or teachers who have recently progressed to this level. This implies that a high number of Teacher I posts may indicate that there is a solid pipeline of new teachers entering the field, implying a healthy level of recruitment and retention. This could be reflected in the availability of mentorship programs, professional development opportunities, or other initiatives aimed at helping new teachers thrive. Delaney and Devereux (2022) discuss how the impact of academic rank serves as a unique form of peer influence, influenced by both the teacher's individual knowledge and skills, as well as their educational background and qualifications. The key challenge lies in isolating the influence of rank from other factors, such as classroom dynamics and student abilities, while also considering the correlations between rank, academic achievement, and student characteristics.

In contrast, the data shows that Master Teacher I obtained the lowest frequency of 38 (19%) out of 200 respondents. This means Master Teacher I respondents are less engaged in the survey conducted. The survey's topic might have been less relevant or interesting to Master Teacher I compared to other teacher positions. As noticed, Master Teachers often have specialized roles or responsibilities, and the survey might not have addressed these areas. Master Teachers I often have additional responsibilities beyond classroom teaching, such as mentoring other teachers, leading professional development, or engaging in research. These responsibilities could make it difficult for them to dedicate time to completing the survey.

Table 5: Distribution of the Respondents' Position

Category	Frequency	Percentage
Master Teacher II	0	0
Master Teacher I	38	19.0
Teacher III	34	17.0
Teacher II	60	30.0
Teacher I	68	34.0
Total	200	100.0

Padiyar (2021) highlights that education is a continuing cycle of learning that continues after graduation and into the workforce. Continuing education is essential for ambitious individuals who want to improve their abilities and flourish in their careers. This is especially important for managers of boarding schools who oversee primary and secondary education. A study of master teachers in the Rizal Division during the 2022-2023 school year discovered they possessed significant competencies in curriculum development, evaluation, community participation, and professional development. While the study found no link between these talents and teacher profiles, it did encourage ongoing professional development opportunities and additional education for master instructors to improve their skills and knowledge (Matias, 2023).

Problem 2. What is the respondent's emotional intelligence level based on interpersonal, intrapersonal, stress management, adaptability, general mood, and positive impression?

Table 6: Summary Distribution of the Respondents' Level of Emotional Intelligence

Variables	Mean	SD	Interpretation
Interpersonal	3.85	0.36	Very High
Intrapersonal	3.81	0.39	Very High
Stress Management	3.80	0.40	Very High
Adaptability	3.89	0.29	Very High
General Mood	3.81	0.38	Very high
Positive Impression	3.84	0.36	Very high
Overall	3.83	0.36	Very High

Legend: 3.26-4.00 Strongly Agree/Very High 1.76 – 2.50 Disagree/Low
 2.51-3.25 Agree/High 1.00-1.75 Strongly Disagree/Very Low

Table 6 shows the summary of the respondents' level of emotional intelligence with an overall mean of 3.83 (SD=0.36), interpreted as Very High. This means that respondents generally view themselves as having a high level of emotional intelligence. This means further that moderate variability suggested by the standard deviation implies some differences in their perceptions. This implies that a high mean score indicates that respondents believe they are capable of comprehending and controlling both their own and other people's emotions.

It is evident that teachers have high emotional intelligence. As observed, emotional intelligence is a critical factor for teachers. Teachers with strong emotional intelligence are more prepared to manage the emotional challenges in the classroom, resulting in enhanced teacher-student relationships and more efficient teaching methods (Valente et al., 2020). These teachers can establish a positive class atmosphere, handle stress effectively, and demonstrate empathy towards students, ultimately improving student learning outcomes and well-being.

In addition, Perkins (2024) emphasizes that effective teaching starts with building strong teacher-student relationships. The best teachers understand these connections are crucial for a productive learning environment. They use their emotional intelligence to establish trust, respect, and safety in the classroom, connecting with each student personally and validating their unique emotional experiences, creating a conducive learning environment.

The variable, adaptability, obtained the highest mean score of 3.89 (SD=0.29), interpreted as Very High. This means that respondents see themselves as highly flexible and resilient in different situations, able to adapt to change effectively. This further means that with minimal variation shown by the low standard deviation, adaptability is crucial for emotional intelligence, especially in educational settings where teachers encounter various challenges and shifting circumstances. This implies that teachers who exhibit adaptability can adjust their teaching methods, classroom management approaches, and student interactions to address changing needs and situations. This flexibility enables teachers to promptly respond to shifts in curriculum, student dynamics, and learning environments, ensuring that their teaching remains pertinent and effective. Flexibility and adaptability are essential for successful teaching, enabling educators to cater to the varying requirements of students. Flexibility allows teachers to customize instruction to boost student engagement, independence, and academic achievements. Adaptability empowers teachers to adeptly handle evolving classroom situations, promoting students' resilience and problem-solving abilities. Being adaptable in teaching entails the ability to modify teaching methods, plans, and strategies according to the evolving classroom needs and situations. It entails being proactive, resourceful, and open to experimenting with new approaches to enhance student learning (Santiago et al., 2021).

Moreover, teaching takes place in an atmosphere that is dynamic and unexpected and is marked by ongoing change. To accommodate students' varied requirements, teachers are frequently asked to adapt lessons, rearrange learning spaces, and change the content. A key skill for successful and successful teachers is the ability to adjust to the new and shifting circumstances that arise in these dynamic workplaces. This is referred to as adaptability, or people's ability to modify their ideas, emotions, and actions in reaction to novel, shifting, or unpredictable circumstances. As they move from pre-service to in-service teaching and deal with a lot of novelty, change, and uncertainty, new teachers have an even greater need for adaptability. As a result, this article's primary goal is to talk about adaptation and how it helps new teachers as they enter the field. The second aim is to present practical strategies for cultivating adaptability in pre-service teacher educational psychology courses (Granziera et al., 2019)

On the contrary, the variable stress management obtained the lowest mean of 3.80 (SD=0.40), with an interpretation of Very High. This means that respondents believe they are proficient in stress management, although this aspect of their emotional intelligence is slightly lower than other factors. This further means that moderate variability indicated by the standard deviation implies some differences in perceptions. This implies a high perceived skill level in stress management. As perceived, there could

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be room for enhancement or variation in how individuals view their stress-coping techniques. While there is a high perceived skill level in handling stress, there is potential for improvement or variation in how individuals perceive their stress-coping strategies. This highlights the importance of continuous self-reflection and development in enhancing stress management techniques to ensure optimal well-being and resilience. Maintaining teachers' mental health is crucial to creating a productive and happy learning environment. Because of their hefty workloads, emotional labor, and lack of support, teachers frequently experience severe stress. Schools need to give mental health resources a priority, offer professional development on stress management, and foster supportive environments inside the building in order to lessen these problems. Teachers often consider themselves competent in stress management; however, there is space for development.

Albulescu et al. (2019) propose that teachers' stress management skills significantly impact the classroom atmosphere and student relationships. Effective stress management enables teachers to cultivate a calm and positive environment in the classroom, fostering students' well-being and creating a supportive space where they feel secure and inspired to learn. Moreover, by exhibiting resilience in overcoming challenges, educators can role model healthy coping strategies for students, inspiring them to cultivate similar skills.

Furthermore, as Akman (2022) suggested, imagine a cup representing well-being. It starts full, brimming with enthusiasm and passion. As one pours into work, pouring knowledge, guidance, and support into the students, the cup gradually empties. It is in those moments that teachers must pause and replenish themselves. Teachers should always remember to prioritize your teacher's mental health and well-being. Fill one's cup with self-care, personal and professional growth, and support. By doing so, one will be better prepared to pour personal passion, knowledge, and inspiration into the lives of students. And in the process, the teacher will discover a deeper sense of fulfillment and joy in one's teaching journey.

The study by Shahin (2020) reveals a correlation between emotional intelligence and perceived stress among Saudi health science students. It found that, particularly in nursing and the first and third years of school, 97.1% of pupils possessed emotional intelligence that was between average and high. However, students experienced moderate levels of perceived stress, with assignments and workload being the most stressful. The research suggests that incorporating emotional intelligence and perceived stress into health science curricula can help students cope with stress and succeed in their studies.

Problem 3. What is the level of the respondents' job satisfaction based on achievement and recognition, responsibility and work itself, advancement and personal growth, working conditions, and supervisory quality?

Table 7 illustrates the summary of respondents' level of Job Satisfaction with an overall mean of 3.83 (SD=0.39) interpreted as Very Satisfied. This means that teachers consistently express high satisfaction levels with various aspects of their jobs, the school environment, and professional experiences. This further means that Teacher job satisfaction is influenced by several elements, such as encouraging leadership, a happy workplace, chances for professional growth, and manageable workloads. This implies that teachers are more likely to be driven and dedicated to their work if they perceive that their supervisors and coworkers value and respect them. This further implies that access to necessary resources and modern teaching tools also significantly contributes to job satisfaction. As observed, teachers are more likely to be driven and dedicated to their work if they perceive that their supervisors and coworkers value and respect them. Strong leadership is crucial in creating a supportive and collaborative school culture. Higher levels of job satisfaction are reported by educators who feel encouraged and supported in their professional development at work.

This support comes in many forms, such as access to professional development opportunities, availability of necessary teaching resources, and a collaborative and respectful work environment. When teachers feel that their school is invested in their professional development and well-being, it not only improves their teaching effectiveness but also boosts their morale and commitment to their roles (Shuls & Flores, 2020). Toropova et al. (2020) found that teacher workload, collaboration among teachers, and student discipline are key factors influencing teacher job satisfaction. Teachers who feel more effective in their responsibilities, are female, and have more professional development experience are more likely to be satisfied with their jobs.

Table 7: Summary Distribution of the Respondents' Level of Job Satisfaction

Variables	Mean	SD	Interpretation
Achievement and Recognition	3.79	0.45	Very Satisfied
Responsibility and Work Itself	3.78	0.45	Very Satisfied
Advancement and Personal Growth	3.86	0.35	Very Satisfied
Working Conditions	3.85	0.35	Very Satisfied
Supervisory Quality	3.87	0.35	Very Satisfied
Overall	3.83	0.39	Very Satisfied

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Legend: 3.26-4.00 At all Times/ Very Satisfied 1.76 – 2.50 Sometimes/Dissatisfied
2.51-3.25 Most of the Time/Moderately Satisfied 1.00-1.75 Never– Very/Dissatisfied

The variable, supervisory quality, obtained the highest mean score of 3.87 (SD=0.35), interpreted as Very Satisfied. This means that teachers consistently rate the quality of supervision they receive as excellent and express high satisfaction with this aspect of their jobs. This further indicates that fostering a positive learning environment requires strong leadership.

This implies that effective supervisors provide support, guidance, and feedback, which is essential for teachers' professional growth and job satisfaction. This further implies that when schools have strong leadership and guidance from the principal, the school's goals are more easily achieved. As observed, strong leadership contributes to teacher well-being. Teachers are more likely to be inspired, involved, and dedicated to their work when they perceive that their superiors value and encourage them work. Kareem et al. (2023) found that supervisors who use transformational leadership practices significantly contribute to teachers' positive perceptions of their work environment. Teachers who view their supervisors as supportive are likelier to stay in their positions longer and report higher job satisfaction. This highlights the importance of supervisory quality as a key factor in teacher job satisfaction and retention.

As stipulated in the study of Uy et al. (2023), the pandemic presented unprecedented challenges to school administrators, particularly principals responsible for ensuring smooth school operations. This study investigated the challenges principals faced, revealing difficulties in managing student and teacher safety, coordinating distance learning, and navigating budget constraints. The pandemic significantly influenced supervisory quality, demanding principals implement safety measures like social distancing, PPE provision, temperature checks while simultaneously coordinating distance learning initiatives and mitigating budget cuts. Ensuring student access to technology and teacher training for online instruction required significant curriculum and instructional adjustments, straining supervisory quality further. The transition to distance learning proved especially difficult for low-income students who lacked the necessary equipment and internet access, exacerbating the demands on principals' supervisory quality. Finally, budget constraints limited the purchase of essential distance learning equipment and resources and impacted the ability to adequately support and compensate teachers, thus directly affecting the overall supervisory quality and effectiveness of principals during this critical period (Asis & Oco, 2024).

On the contrary, the variable, responsibility and work itself obtained the lowest mean of 3.78 (SD=0.45), interpreted as Very Satisfied. This means that teachers are delighted with their responsibilities and the nature of their work. Still, these factors are slightly less important to their overall job satisfaction than others. This further means that while teachers find their work meaningful and fulfilling, the job demands, like workload and performance expectations, can sometimes impact their satisfaction more than supervisory support. This implies that the joy of helping students learn and grow is a big part of what makes teaching rewarding. However, the challenges of heavy workloads, administrative tasks, and pressure to meet standards can sometimes make it harder to enjoy those rewards. As observed, supervisory support is important, but finding a balance between job demands and opportunities for professional growth is even more important for teachers' overall job satisfaction.

The harmony between job tasks and job satisfaction was investigated in a study by Ertürk (2022) and Oco (2022). They found that teachers who feel they have enough autonomy in their responsibilities and think their workload is manageable have better job satisfaction. On the other hand, teachers become less satisfied when they feel like they are being micromanaged or when the task is too much. To sustain high levels of job satisfaction, this study emphasizes how crucial it is to manage workload and provide teachers with autonomy.

Additionally, teachers must constantly adapt and improve their skills through self-evaluation, self-awareness, communication, pedagogical learning, flexibility, and classroom management. Self-assessment helps identify areas for improvement, while adaptability and good communication foster a safe learning environment and rapport with students. Understanding subject matter, work experience, and teaching skills are crucial Evans and Beteille (2024). Teachers' motivation, efficacy, and performance in the classroom are, in fact, greatly impacted by their level of job satisfaction. Positive school environments for instructors and children result from satisfied teachers' investments in professional development, which also leads to higher-quality education. As a whole, the degree of contentment workers have with their jobs is known as job satisfaction.

Problem 4. Is there a significant effect of teachers' emotional intelligence on their job satisfaction?

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Table 8: Regression Analysis on the Significant Effect of Teachers' Emotional Intelligence on Respondents' Job Satisfaction

Emotional Intelligence	Job Satisfaction					Overall
	Achievement and Recognition	Responsibility and Work Itself	Advancement and Personal Growth	Working Conditions	Supervisory Quality	T-value
	T-value	T-value	T-value	T-value	T-value	P-value
	P-value	P-value	P-value	P-value	P-value	
Intrapersonal	2.77 .000* S	2.62 .000* S	2.73 .000* S	2.45 .000* S	2.56 .000* S	2.58 .000* S
Interpersonal	2.12 .000* S	2.23 .000* S	3.18 .000 S	3.10 .000 S	3.14 .000 S	2.95 .000* S
Stress Management	3.27 .000* S	3.77 .000* S	3.55 .000* S	3.28 .000 S	3.81 .000 S	3.67 .000* S
Adaptability	3.71 .000* S	3.65 .000* S	3.92 .000* S	3.15 .000* S	3.18 .000* S	3.71 .000* S
Positive Impression	3.13 .000* S	3.01 .000* S	3.15 .000* S	3.23 .000* S	3.30 .000* S	3.16 .000* S

Legend: *Significant at $p < 0.05$ alpha level S – Significant NS – Not Significant

Table 8 illustrates the significant effect of emotional intelligence on a number of aspects of job satisfaction, such as good impression, stress management, interpersonal, intrapersonal, and adaptability. Overall, the findings indicate that emotional intelligence is highly influenced by respondents' feelings on a number of job satisfaction aspects, such as intrapersonal, interpersonal, stress management, flexibility, and positive impression. Using T- and P-values, the statistical significance of these effects is determined, which indicates that the t-value and p-value are less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that workload and performance expectations are key factors impacting teacher satisfaction. This implies that schools and districts need to find ways to manage workload effectively and create a more supportive environment that recognizes the challenges teachers face. As observed, teachers who possess strong emotional intelligence are better able to control their own feelings, which promotes self-awareness and self-regulation and enhances their general well-being. They have a more positive and satisfying work experience because they are better able to manage the stresses and difficulties that come with being a teacher.

Additionally, teachers who possess high emotional intelligence can establish solid and encouraging bonds with parents, coworkers, and students, fostering a more peaceful and cooperative learning environment. This positive impact on both intrapersonal and interpersonal dimensions of job satisfaction is further amplified by the ability of emotionally intelligent teachers to adapt to changing circumstances and effectively manage stress. They are better equipped to navigate the complexities of diverse classrooms, individual student needs, and evolving educational policies. This adaptability and resilience contribute to a greater sense of control and mastery over their work environment, ultimately leading to increased job satisfaction and a more positive impression among students, colleagues, and the wider school community.

The study emphasizes a significant effect between teachers' job satisfaction and their emotions, especially when it comes to emotional intelligence and adaptability. The results imply that teachers' total job happiness can be significantly impacted by how they manage their emotions and adjust to various circumstances. Teachers who can effectively control their emotions and adjust to changes in the classroom, for instance, maybe more satisfied with their jobs than those who have trouble with these skills. As observed, when a teacher encounters difficult student conduct in the classroom. By maintaining composure and handling the situation skillfully without being overwhelmed, this teacher exhibits good emotional intelligence. The teacher can establish a constructive and encouraging learning environment by modifying their teaching style to meet the needs and feelings of the students. Because they managed the issue well, the teacher gets a sense of success and satisfaction, which ultimately adds to their overall job satisfaction.

A cross-sectional study by Suleman et al. (2020) examined the relationship between emotional intelligence and job satisfaction among secondary school heads. Using five emotional intelligence categories, the study discovered a moderately

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positive relationship between emotional intelligence and job satisfaction being significant predictors. However, the effect size was weak, except for emotional stability. The findings suggest that promoting methods that help secondary school heads develop their emotional intelligence is crucial for organizational productivity and success.

The study revealed a significant relationship between teachers' feelings and their level of job satisfaction, emphasizing how crucial it is to establish a welcoming and encouraging work atmosphere. Although teachers find their profession valuable, workloads and performance standards can have a detrimental effect on their level of happiness. To promote teacher well-being and improve student learning, schools should prioritize workload management, professional development opportunities, and building a supportive atmosphere.

As noticed, teachers' emotions have a substantial impact on emotional intelligence, which determines numerous aspects of job satisfaction. This connection emphasizes the significance of emotional well-being and its influence on individual and organizational success. Emotional intelligence, as seen, serves as an important link between emotions and job happiness. People with higher people with emotional intelligence are more adept at understanding, controlling, and utilizing both their own and other people's feelings. Furthermore, the variable Intrapersonal signifies a significant effect on job satisfaction. This means that individuals with high emotional intelligence have been seen to be more self-aware, allowing them to understand and regulate their emotions more efficiently. This self-awareness, as witnessed, develops a sense of control and self-efficacy, resulting in enhanced intrapersonal job satisfaction. They can better negotiate challenging situations and maintain a positive outlook, adding to a sense of accomplishment and purpose in their work. Emotional intelligence, as observed, significantly enhances interpersonal relationships at work. Individuals with high emotional intelligence are more empathetic, understanding, and skilled at building rapport. This, as observed, leads to stronger connections with colleagues, supervisors, and clients, fostering a positive and collaborative work environment that contributes to higher levels of interpersonal job satisfaction.

Conversely, emotions significantly influence an individual's ability to manage stress effectively. Positive emotions, such as tranquility and resilience, allow people to deal with workplace stressors more effectively, resulting in better stress management and job satisfaction. Negative emotions, such as anxiety and fear, on the other hand, intensify stress, making stress management difficult and lowering job satisfaction.

Additionally, emotional intelligence significantly influences an individual's ability to make a positive impression in the workplace. People with high emotional intelligence are more self-assured, energetic, and adept at effective communication. This, as noticed, makes a positive impression on coworkers, superiors, and clients, leading to career growth chances and enhanced workplace satisfaction. According to Soriano-Vázquez et al. (2023), which is supported by the table's results, emotional intelligence plays a significant role in determining job satisfaction. Employees with high emotional intelligence at work report feeling less stressed out at work, which improves their performance and increases their level of job satisfaction. The four-dimensional definition of emotional intelligence found in the literature, which considers emotional intelligence's subfactors.

It is noted in this research that there is a strong connection between teachers' emotional intelligence and their interpersonal job satisfaction. This means that teachers who are better at understanding and managing their own emotions, as well as those of others, tend to experience greater satisfaction in their interactions with colleagues, students, and parents. As observed nowadays, a teacher with high emotional intelligence might excel at building a positive classroom environment where students feel safe to express themselves and collaborate effectively. This teacher would be adept at recognizing and responding to the emotional needs of individual students, fostering a sense of belonging and trust. For example, if a student is struggling with a difficult concept, this teacher might be able to identify the underlying emotional factors contributing to the student's frustration and offer personalized support to help them overcome their challenges.

This ability to create a positive and supportive learning environment not only benefits students but also contributes significantly to the teacher's job satisfaction. Feeling valued and respected by their students, colleagues, and parents is a key factor in a teacher's sense of fulfillment and motivation. By fostering strong interpersonal relationships and creating a positive classroom culture, teachers with high emotional intelligence can experience a greater sense of purpose and satisfaction in their work (Marinette & Hui, 2021).

Further, people with high emotional intelligence are more enthusiastic about tackling challenging tasks and tend to have a positive influence on their colleagues. This is because they are better at understanding and managing their own emotions, as well as those of others. This allows them to approach challenges with a more positive and constructive attitude, inspiring and motivating those around them. Their ability to build strong relationships and create a supportive environment contributes to a more positive and productive work environment for everyone (Houston, 2024).

Also, results reveal a significant effect between a teacher's emotional intelligence and their stress management effectively, ultimately contributing to their overall job satisfaction. Teachers with high emotional intelligence are better equipped to identify and regulate their own emotions, particularly in response to the inevitable stressors inherent in the teaching profession.

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This means they are less likely to experience burnout, anxiety, or feelings of overwhelm, leading to a more positive and fulfilling work experience. As observed nowadays, a teacher with high emotional intelligence might be able to recognize the early signs of stress in themselves, such as feeling overwhelmed, irritable, or experiencing difficulty sleeping. They might then employ strategies to manage their stress, such as taking short breaks throughout the day, practicing mindfulness techniques, or engaging in physical activity. By proactively addressing their own emotional needs, these teachers are better able to maintain a healthy work-life balance and avoid the negative consequences of chronic stress.

The ability to manage stress effectively not only benefits the teacher's personal well-being but also positively impacts their interactions with students and colleagues. A teacher who is able to remain calm and composed under pressure is more likely to create a supportive and positive learning environment for their students. They are also better equipped to collaborate effectively with colleagues and navigate difficult situations with grace and resilience. Ultimately, by effectively managing stress, teachers with high emotional intelligence can experience greater job satisfaction and contribute more positively to the school community (Pelton, 2023).

Another important to note is that the results of the study show a significant relationship between teachers' emotional states in terms of their positive impression and their general level of job satisfaction. In particular, teachers who possess positive emotional intelligence are more likely to express job satisfaction. For instance, teachers who are skilled in recognizing and controlling their emotions are more likely to manage challenging circumstances in the classroom with effectiveness, which increases their sense of job satisfaction. It was observed that teachers who showed empathy for both their students and coworkers reported feeling more satisfied with their jobs. A teacher who actively listens to their students' worries and offers them emotional support, for instance, cultivates a healthy learning atmosphere and respect for one another in the classroom. In addition to improving the teacher-student bond, this emotional bond also raises the teacher's level of job satisfaction.

The goal of this study is to determine the emotional intelligence and job satisfaction of integrated special education teachers. Teachers had high levels of emotional intelligence and job happiness, according to the results, and there was a positive correlation between the two. In order to create proactive tactics for creating creative and productive teaching staff, this research advances our understanding of the relationship between emotional intelligence and job satisfaction in special education teachers (Bakar & Nordin, 2024).

In the ever-evolving teaching profession, teachers must always learn to recognize their needs, overcome their limitations, and increase their strengths. Self-evaluation is essential to finding and committing to areas that need development. Instructors ought to prioritize self-awareness, communication, pedagogical learning, flexibility, and classroom management. Self-assessment aids in determining areas of emphasis and putting student engagement tactics into practice. Understanding the subject matter, having work experience, and having teaching skills are all necessary for pedagogical learning. To adjust to unexpected circumstances and promote a flexible learning environment, adaptability is crucial. For students, good communication is essential because it fosters a safe learning environment, helps with the incorporation of new material, and builds rapport (Teacher Academy, 2024).

The study found that teachers with strong emotional intelligence, particularly in the areas of stress management and adaptability and who are making a positive impression experience higher levels of job satisfaction across various aspects of their work. These findings suggest that teachers who are better able to manage stress, adapt to change, and create positive relationships are more likely to feel fulfilled and satisfied in their roles. The statistically significant positive correlations between these emotional intelligence dimensions and job satisfaction indicate that these skills are crucial for creating a positive and productive work environment. Negative work stress causes significant employee turnover, absenteeism, and psychological suffering, while positive work stress increases performance, job satisfaction, and employee retention. Employee intention to stay and positive workplace behavior can be achieved by using stress management methods, which can enhance work-related stress and job satisfaction (Salama et al., 2022).

According to Yang et al. (2019), the adaptability of job attitudes develops in a time sequence that distinctly illustrates one method in which workplace adaptation may take place. By identifying the effective channel through which career adaptability may impact desired consequences in the workplace, this research advances our understanding of the concept. A person's attitude toward a situation is shaped by how they interpret it constructively, and this affects whether or not they view obstacles at work as opportunities or threats. The findings highlight how crucial it is to value people's assessments of their capacity to deal with environmental difficulties as a crucial component of reducing vulnerability. It appears that a positive impression is a predictor of job satisfaction since employees who displayed higher levels of pleasant impressions were also linked to higher levels of job satisfaction. It is essential for raising job satisfaction levels. Positive psychology ideas were applied to the study of positive organizational behavior in order to identify people's psychological assets. Positive self-perception was proposed as an intrinsic mental resource that transcends social, human, and financial resources. Job performance and positive impressions have been

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connected (Zhenjing et al., 2022). Finally, this study highlights the importance of emotional intelligence in teacher work satisfaction.

IV. CONCLUSIONS

The following conclusions are hereby drawn for the study:

The study found that teachers' feelings significantly impact their contentment at work, influencing aspects such as self-awareness, relationships with coworkers, stress management, flexibility, and how others see them. It is interesting to note that large disparities in teachers' emotional intelligence levels were found when they were categorized according to age, grade level, education, teaching position, and their opinions on emotional intelligence. The implication is that programs designed to improve emotional intelligence should be customized to meet the unique requirements of various teacher groups, as emotional intelligence is not a universally applicable term.

V. RECOMMENDATIONS

On the basis of the results of the study, the following are recommended:

1. Teachers should model empathy by actively listening, acknowledging feelings, and responding compassionately to others. This fosters an attitude of emotional intelligence.
2. The school heads and teachers should consider exploring strategies to further enhance stress management skills, particularly for those who may be struggling with emotional intelligence.
3. School heads should foster a supportive environment that acknowledges the challenges inherent in the work, providing resources and opportunities for professional development and sharing the responsibility for creating a positive learning experience.
4. The teachers need to collaborate effectively on fostering opportunities for professional development that enhance emotional intelligence and contribute towards job satisfaction among teachers in school.
5. Teachers should actively seek professional development opportunities that address emotional intelligence, an aggressive approach towards learning based on their specific needs, grade level taught, highest educational attainment, teaching position, and attitude towards emotional intelligence.

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